



Catalog of Programs 2017-2018

The Graduate Institute
**171 Amity Road
Bethany, CT 06524**

Statement of Institute Policies

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The Graduate Institute is committed to creating dynamic learning communities where respect for the dignity and worth of each individual is demonstrated, and where diversity and the free exchange of ideas can flourish. The Institute community requires its members to avoid behavior that creates division, to promote behavior that enhances cooperation among groups, and to encourage the development of each person as a unique individual.

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Every effort has been made to ensure that the information in this catalog is correct. However, The Graduate Institute reserves the right to make changes in the content of this catalog as it deems necessary. The Graduate Institute is a non-profit educational organization dedicated to the evolution of learning and new teaching environments, and is an equal opportunity organization.

A Different Place

The Graduate Institute is a 501(c)(3) not-for-profit Institution of Higher Education that was founded and licensed in 1999. The Institute received accreditation from Connecticut's Department of Higher Education in 2003, and obtained its charter from the Connecticut General Assembly in 2005. More than 1,000 individuals have matriculated through the Institute's programs since its founding.

Mission Statement

The Mission of The Graduate Institute, as an independent institution of higher education, is to provide transformative education based on an integrative and holistic perspective and specifically designed to enable students to reach their full potential in both their professional and personal lives.

The Institute fulfills its mission by creating learning environments in which graduate study enriches the spirit, promotes philosophic discovery, provides opportunities for interpersonal and organizational change, and fosters intellectual development through exploration of contemporary and emerging academic fields of study. The Institute's scientific and educational approach is based on an integrative and holistic perspective and upholds a practice of active, experiential, and mindful learning which prepares its adult learning population to contribute to the development of individual awareness, health and well-being, and to the betterment of communities and society.

The Institute serves adult learners by inviting exceptional thinkers and nationally prominent academics as faculty, by challenging individual beliefs in systematic processes, by providing frameworks for dissonant learning experiences, by promoting generative and transdisciplinary thinking through the integration of "content in context", and by delivering unique curricula framed within integrative cohort designs.

Vision Statement

Academic scholarship and education based on an integrative and holistic worldview will enhance a broad understanding of complex human issues, stimulate individual and collective awareness and wellbeing, and contribute to the betterment, sustainability and regeneration of community and society.

It is the Institute's vision that academic scholarship in emerging fields enhances a broad understanding of complex human issues, and serves as a foundation for generative thinking as well as innovative problem-solving. The Institute's distinctive programs attract students, faculty, and staff who are invested in discovering new frameworks for understanding, who are striving to make positive changes in their professional and personal lives, and who are committed to making a significant difference in their local and global communities.

The Graduate Institute's programs emerge from the following conceptual constructs:

- ❖ Facilitate the delivery of transdisciplinary curricula, in the context of constructivist learning environments encourages insightful thinking capable of effectively integrating, assimilating, and accommodating learning experiences;
- ❖ Foster the development of cohort learning communities - those dedicated to tolerance and acceptance of divergent opinions, perspectives and beliefs - encourage the emergence of conceptual understandings that promote cultural value; and
- ❖ Promote cognitive dissonance - and encourage process-based thinking in the construction of meaning that is grounded in active participation and cognitive dissonance as the principal elements that constitute learning.

The Institute's philosophical approach encourages learners to become comfortable in the linear and non-linear rigors of process thinking as foundational to learning and intellectual development. This philosophic focus promotes self-directed and meaningful learning that is valued in intellectual and cultural development, and that directly serves the goals of contemporary society. The Institute's underlying academic goal is to establish the knowledge, skills, and dispositions requisite in solving epistemological and ontological conundrums. The Institute also strives to establish transdisciplinary perspectives that promote understanding.

Guiding Principles and Tenets

The Graduate Institute is committed to those ideas and principles which constitute operational and philosophic foundations for delivering, assessing, governing and evaluating academic programs of study.

The Institute's programs, procedures and policies address the following goals:

- ❖ to provide academic content and real-world applications that enhance conceptual understanding, comprehension, contextual analysis, insightful synthesis and summative evaluation of ideas and concepts in emerging fields of inquiry;
- ❖ to create authentic learning environments where cognitive dissonance, creativity, personal perspectives, and appreciation of diversity (e.g., intellectual, cultural, social, racial, ethnic, etc.) are held in high esteem;
- ❖ to provide a forum where learning is facilitated and encouraged within constructivist frameworks that foster interactive, integral, and innovative approaches to learning;
- ❖ to provide experiential learning environments where dialogue forms the foundation for personal and intellectual growth, and for nurturing meaningful relationships within a dynamic learning community;

- ❖ to develop programmatic structures that enable the exploration of the intellectual, cultural and spiritual needs of society that facilitate the development of alternative approaches to knowing, and that appreciate holistic worldviews;
- ❖ to engender learning as an individual responsibility, by nurturing and enabling program participants to see themselves as capable and competent creators of meaning;
- ❖ to present program content in contexts that are grounded in effective pedagogic designs; and to deliver instruction that is attentive to the intellectual needs of adult learners;
- ❖ to attract a diverse and internationally renowned faculty that present unique academic content and scholarship, promulgate fresh perspectives and insights, and facilitate effective interpersonal communication;
- ❖ to integrate theoretical perspectives and practical applications of learning that are experientially-based, culturally connected, and learner-centered;
- ❖ to promote personal transformation through unique programs that offer opportunities for the emergence of self-awareness and growth; and
- ❖ to promote reflective learning through journaling, interactive dialogue, inquiry-based projects, and mentor/internship experiences within diverse cohort forums/applications.

Licensure and Accreditation

In November 1999, the Connecticut Department of Higher Education, Board of Governors granted The Graduate Institute a license to operate graduate programs, and in May 2003, the Institute received its accreditation. Licensure and accreditation entailed an extensive application process, which received favorable findings by the Board's Advisory Committee on Accreditation. The report of the state-appointed evaluation committee and the staff report of the Commissioner of Higher Education to the Board of Governors are available at the Institute's Administrative Offices.

Facilities

The Graduate Institute is located at 171 Amity Road, Bethany, Connecticut. All inquiries, admissions applications, and payments should be directed to the Administrative Offices at the Bethany campus. The Graduate Institute also offers coursework at other locations when appropriate.

Administrative Assistance and Academic Support

The faculty and staff are ready and willing to provide information and guidance at any time. Successful cohort programs require interactive participation. Thus, sustained student dialogue and discourse is an operational imperative. Students are strongly encouraged to engage faculty and presenters in such personal and group interactive processes. The staff and administration of the Institute are dedicated to

assisting in this process and offer their assistance in many forums. Please be encouraged to be in contact with all Institute personnel.

Learning Resources

The Institute's primary learning resources are housed in the campus libraries at Bethany, Sacred Heart University, and Mitchell College. Each facility has a core of reference materials, periodical literature, audio and visual recordings, bibliographies, and electronic databases containing abstracts and full-text journal articles. The campus library in Bethany is open during business hours, and access to many of the electronic databases is available by remote connection over the internet at any time.

In addition to the print collections and digital resources at the Sacred Heart University and Mitchell College libraries, the Bethany campus library maintains a specialized collection, provides a research area, reading room, and computer work stations for writing and research.

Academic Information

The Graduate Institute offers programs leading to the Master of Arts degree. Each program is distinct in form and content. Program participants are expected to have a strong general academic preparation and relevant experience that may be applied to their studies with The Graduate Institute.

Academic Calendar

The Graduate Institute's academic calendar offers unique flexibility in order to accommodate the schedule of adult learners. Programs may begin in the Fall, Spring, or Summer, depending on enrollment and the convenience of those enrolled. Most program schedules require cohorts to meet one weekend per month and for one week each summer. Specific program schedules for each program are available upon request.

Admission Requirements

A fundamental requirement for admission to the Institute is a bachelor's degree, and candidates must have accrued a GPA of 2.5 or higher. The degree must have been awarded by an Institution of Higher Learning in the United States that is accredited by a higher education accrediting agency recognized by the U.S. Secretary of Education. The Graduate Institute also recognizes degrees from foreign Institutions of Higher Education. Applicants whose native language is not English must present a score of at least 550 on the Test of English as a Foreign Language (TOEFL). Program admission also requires the submission of a current resume; official (i.e., sealed) academic transcript(s); two letters of recommendation; a written Statement of Intent and Expectations for Personal Development by the candidate; a face-to-face or telephone interview; and acknowledgement of computer literacy.

A description of each program and course offering is clearly delineated in this document. No advanced placement will be considered by the Institute.

Candidates who do not meet the GPA requirement for admission may request a formal review and analysis of their transcripts to determine eligibility for a waiver of the GPA requirement.

Credit Hour Policy

A credit hour, the amount of time required to earn one credit, has two components – direct classroom instruction and out-of-class preparation, i.e., reading, writing papers, etc. The standard requirement for a credit hour is approximately one hour per week of direct instruction and two hours of out-of-class preparation in a 15-week semester. Traditional class sessions are typically 50 – 55 minutes so that total direct instruction time for a single credit is 750 – 825 minutes. Out-of-class preparation time for one credit would be 1,500 – 1,650 minutes over 15 weeks, or about two hours a week.

Since our direct class time is on weekends and/or summer week intensives, time equivalents are calculated so that the required amount of direct hours of instruction is provided to students. Faculty assignments insure that requisite out-of-class time meets requirements.

Assignment of credit hours for the programs occurs at the start of each program, and the hours are monitored by the Academic Affairs committee.

Transfer of Credit

Requests for transfer of credits are reviewed on a case-by-case basis. Determination of acceptance of credit is based on appropriate alignment with course offerings. The Academic Affairs Committee renders all decisions regarding transfer of credit.

A six-credit tuition waiver may be available for those applicants who show evidence (official transcript) of six (6) credits of graduate study as a non-matriculated student.

Immunization

Connecticut State Law requires that all degree-seeking students born after 12/31/56 must be protected against measles and rubella. This provision is a requirement for admission. Students born after 12/31/56 must provide proof of two measles vaccinations. One dose must have been administered on or after 1/1/69, and the second dose must have been administered on or after 1/1/80. In addition, proof of Varicella vaccination is required by law for all applicants born after December 31, 1979.

Registration

Upon completion of the application process, and planned program of study, course registration is completed for the candidate by The Graduate Institute staff. Although all course content is delivered through a unique integrated course content curriculum design, all course offerings are delineated in a linear framework. Program participants are registered for prescribed coursework at the start of each academic trimester.

Auditing

Individuals who wish to participate in a course without matriculating in a degree program may audit coursework with permission from the Institute's President and the program's Academic Director. The fee for auditing must be paid at the time of registration. An audited course may be changed to credit by special permission from the President and only after approval by the program's Academic Director. Any additional tuition and fees must be paid at the time of the formal request for credit has been approved by Institute personnel.

Scheduling

Due to the dynamic and flexible nature of The Graduate Institute's academic programs of study (i.e., the academic calendar is published annually), it is not always possible to publish a full year's calendar in advance. Therefore, a schedule of each semester's meeting dates and weekend learning events is available one month prior to the beginning of each semester. In general, the on-site summer symposia begin at 9 a.m. and extend until approximately 5 p.m. Classes are held Monday through Friday during each summer session. All cohorts require weekend meetings. Students are notified of dates and times well in advance of scheduled events.

Attendance

As is traditional in many graduate programs, attendance at all scheduled activities, including evening lectures, weekend symposia, summer programs, and on-line activities is mandatory. This policy is reflective of the highly interactive nature of program offerings, and assures meaningful interaction between students and faculty during the intense periods of the on-site portion of the program.

Absenteeism due to unusual circumstances requires written notice to the Program Coordinator prior to the scheduled class. Emergency absence (unanticipated and not reported to the Program Coordinator before the fact) requires a phone call to the Institute's administrative office at (203) 874-4252. A written explanation delineating the reason for the absence is also required.

In extenuating circumstances, a student may request an official *leave of absence*. The formal request must state the reason(s) for the leave, and include a timeline for resuming participation in the designated

graduate degree program. In any case, all requirements for the degree must be completed within five years from the start of the program. Program participants who leave a program without an authorized *leave of absence* must reapply for admission. Readmission is not guaranteed in such cases.

Deadlines for Submission of Academic Work Products

Required coursework must be completed in accord with stated course or program deadlines. When extraordinary circumstances demand an extended period for the completion of unfinished work, the Program Coordinator may extend the student's deadline for 45 days beyond the end of the trimester in which the work was assigned. Extensions for the completion of long-term projects (e.g., mentorship, internship, or culminating project) may be granted for up to one trimester beyond the original due date for project completion, and may be granted by the Program Coordinator. Written authorization for longer periods of time may be granted on a case-by-case basis by the academic authority, vested in the Provost.

Graduation Requirements

Degree candidates must complete all program requirements to the satisfaction of The Graduate Institute faculty. Requirements include the completion of prescribed program coursework totaling 36 credits, participation in all scheduled learning events, and submission and acceptance of all required work products, including an appropriate special project that represents an integrating and culminating experience grounded in academic research. This requirement may be met in several ways, including the production of an extended project (i.e., thesis) that synthesizes a point of view and constitutes a position paper, a case study, a well-documented experiment, or a documented research investigation. Students should discuss the requirements of the culminating project with their Program Coordinator to determine which type of activity is appropriate. Each student will be advised by at least one program faculty member and will receive written approval of the project design prior to its execution.

All financial obligations to the Institute must be satisfied prior to graduation, and prior to the issuance of any academic transcript or other program-related documentation.

Academic Probation

Students who do not maintain a grade point average of "B" will be placed on academic probation for one semester. During that time, the student may be required to meet regularly with designated academic Program Coordinator to discuss specific strategies for improving academic performance. Such meetings, which are documented on the student's academic record of progress, are intended to serve as a resource for supporting a student's academic needs as they progress in their graduate program of study.

At the end of the probationary period, the student's academic performance is reviewed by the Academic Affairs Committee comprised of the Program Coordinator, Academic Director, and Provost. If the

committee determines there is no evidence of improved academic standing, the student may then be subject to continued academic probation or dismissal from the Institute.

Academic Dismissal Appeal Process

The student may appeal the committee's decision for academic dismissal by filing a request for an academic hearing with the Office of the Provost. All academic decisions rendered by the Provost will be final.

Veterans Benefits

TGI's programs are approved for military veterans who are eligible to receive education benefits under the federal GI Bill. The Connecticut Department of Higher Education, which oversees the operation and governance of TGI, serves as the State Approving Agency (or SAA) by the U.S. Department of Veterans Affairs. Under theegis of the Veterans Administration and the approved criteria designated under Title 38 of the United States code, eligible veterans and dependents can have their enrollments at TGI certified and begin to receive monthly benefits.

Eligible students

Students who are eligible to receive VA education benefits may fall into one of the following categories:

- Active duty service person
- Reservist or National Guard person
- Veteran (discharged or separated service person)
- Veteran's dependent (spouse, surviving spouse, or child)
- Disabled veteran.

Key Contact Personnel

TGI's certifying official is Karen Pace, Chief Operating Officer.

The certifying officials of the Department of Veterans Affairs, the government agency responsible for determining eligibility for VA education benefits and for authorizing payment for benefits, are cited below:

- Chief Education Liaison Officer: Michele Mendola (800) 827-1000

- State of CT Education Liaison Representative and Education Compliance Survey Specialist: Gerard Jacques (860) 666-7324 or email: Gerard.Jacques@va.gov
- Consultant, State Approving Agency: Michael Criscuolo: (860) 947-1816:

Applying for Veterans Benefits

TGI students can register for benefits by visiting the Veterans Administration website.

Students may inquire about the status of their VA claims by calling 888-442-4551 (press 1 for touch tone or press 0 to reach a counselor). Students will need to furnish their claim numbers and/or to identify what forms, where, and when they filed their claims with the Veterans Administration.

Program Framework

Graduate work is an academically rigorous undertaking, and study in emerging fields of inquiry often challenges students on the cognitive, meta-cognitive, social, and psycho-social levels. The Institute views learning as the ongoing process of constructing, refining, and validating new knowledge by resolving conceptual and contextual dissonance through experientially based and culturally connected learning that is grounded in collaboration, dialogue, and self-reflection. The Institute facilitates and supports learning by providing educational experiences that are personally meaningful and that enable students to develop the skills, knowledge and dispositions requisite for lifelong learning.

Master of Arts Degree Requirements

The Institute offers five 36-credit Master of Arts degree programs in emerging fields of inquiry: Consciousness Studies and Transpersonal Psychology, Integrative Health and Healing, Learning and Thinking, Writing and the Oral Tradition, and Organizational Leadership. Degree candidates must meet all program requirements including:

- ❖ Mandatory attendance at all scheduled cohort and supplemental online sessions;
- ❖ Meaningful engagement in cohort discussion and dialogue;
- ❖ Completion of all assignments, and demonstration of graduate level skills of inquiry as evidenced in formal research, writing, and oral reporting of work products;
- ❖ Successful completion of a mentorship experience;
- ❖ Successful completion of an appropriate Culminating Project, as determined by a Juried Review Committee; and,
- ❖ Periodic formative and summative faculty and self-assessment grounded in rigorous academic assessment protocols and reflective of students' personal academic interests and learning goals.

Curricula is delivered using an integrated course content curriculum model that offers program participants opportunities to construct meaning using linear and non-linear meta-cognitive processes.

Educational Program

The Institute's degree programs are transdisciplinary in both content and methodology. Students are expected to embrace unfamiliar ideas and perspectives from both an analytical point of view and in a spirit of reflection and contemplation. Students undertake a rigorous academic plan of study that includes open dialogue at cohort sessions, extensive readings, supplemental online assignments, formal research and report writing, journal writing, a mentorship experience, a culminating project, and the compilation of a comprehensive electronic portfolio. Each master's degree program enables students to engage

subject matter on both a personal and professional level and provides a holistic learning experience grounded in current research.

Cohort Sessions as Dynamic Learning Communities

Program participants come together as students in a dynamic, co-creative, interactive learning community. Program participants begin graduate study together as a cohort, take all coursework as a group, and provide peer support to one another throughout the duration of the program. Cohort learning communities establish a collegial atmosphere in which students are committed to each other's learning. At each session, a faculty member provides a unique presentation and facilitates cohort dialogue on program content in contexts that are germane to the needs and idiosyncrasies of the specific cohort.

Students are invited to share their knowledge, experience, and unique perspectives during each cohort session. The cohort model supports engagement and interaction, empowers students to adopt the role of both teacher and learner, and most importantly, enables students to use the collective intelligence of the group as a catalyst for individual learning.

Cohort sessions are scheduled to accommodate the needs of working professionals and adult learners. Although schedules vary by program and cohort, students generally meet one weekend per month during the academic year, and for one- or two-weeks (6-12 days) each summer. Due to the nature of the cohort model, attendance is mandatory at all sessions.

Readings and Online Assignments

Online assignments and readings are provided by the Program Coordinator. Communication among students and Program Coordinators is of paramount importance between weekend learning events. Pre-weekend readings and follow-up activities and discussions serve as points of engagement from which cohort dialogue evolves and deepens. Assignments may require students to analyze themes and synthesize arguments delineated in assigned readings or posit personal perspectives on new theoretical frameworks in the emerging field of study.

Students are advised to purchase the foundational readings for each program. These readings are used as references throughout the program and serve as the student's personal resource library. Moodle, an online educational software technology platform is provided at no cost to students and serves as a venue for posting announcements, framing syllabi, listing assignments and readings, sending emails, participating in discussion boards and chat rooms, and submitting work products. A brief orientation to the technical requirements of Moodle is provided to students at the beginning of each program.

Research and Writing Assignments

Students are required to engage in extensive academic research and writing throughout the program. The assignments provide students the opportunity to demonstrate mastery of course content and to facilitate the critical intellectual leap required to transcend existing scholarship and to create new knowledge. Research and writing assignments vary by program.

Journal Writing

Journal writing is an integral component of study at the Institute. Journal entries provide an opportunity for students to unfold ideas, express creativity, react to assignments, evaluate cohort or online sessions or describe relevant personal learning experiences and/or processes. Journal entries include delineation of questions, insights, speculations, relevant notes and personal musings. The journal serves as a repository for students' internal dialogue that emerges as conceptual dissonance is resolved. An orientation to journal writing is provided at the beginning of each program.

Mentorship

At the Institute, students are challenged to study under the direction of a leader in their chosen field of inquiry. Through mentorships, students explore areas of personal or professional interest in authentic, experiential settings. Mentorships provide students opportunities to link classroom theory to practical real-world applications, and to develop life-long relationships with generative mentors who are making a difference in their local and global communities. A one-page abstract, a comprehensive written report, and an oral presentation must be completed following the mentorship experience. An orientation to the mentorship requirement is provided at the beginning of each program.

Culminating Project

Students are expected to demonstrate and apply a deep understanding of the philosophical and practical tenets of their chosen field of study through the design, implementation and production of a culminating project. The culminating (or capstone) project is a research-based assignment that is designed, implemented and reported by the student to the cohort community. Students must relate the project to the growing body of knowledge in their chosen field of study. All culminating projects are reviewed by a Juried Review Committee, comprised of designated faculty and experts in the field, before graduation.

e-Portfolio Anthology

Students are required to maintain a comprehensive portfolio (i.e., an archival record of work products) that reflects their academic, intellectual and skill development over the course of the program. The portfolio contains a comprehensive compendium of the student's work product. Contents of the portfolio include responses to each learning event, preparatory readings, formal research and writing assignments, a record of online participation, selected journal entries, mentorship and culminating project proposals,

reports, correspondence, and self-assessments. The quality of a student's academic performance in each program is evaluated based on the portfolio (i.e., Product Anthology) entries. The e-portfolio is also reviewed by a Juried Committee.

Assessment Protocol

The Institute's assessment protocol is designed to enhance faculty teaching and student learning, and to reduce the gap between what is taught (instruction) and what is learned (performance outcomes). Faculty at the Institute promulgate the perspective that the primary function of assessment is to improve students' learning and performance. An extensive Assessment Protocol Framework entailing formative and summative assessments are administered throughout each program. Students are encouraged to periodically assess their performance, discuss their progress, and evaluate the overall effectiveness of the program with the Program Coordinator.

Standards of Progress

The Institute functions as a Center for Inquiry, and affords full academic freedom to students as they pursue study in an emerging field of inquiry. Program Coordinators provide ongoing formative assessment and summative evaluation through written responses (i.e., feedback) and critical evaluations of student work.

Student performance is reviewed regularly. Grading is based on the quality of thought and level of participation in a variety of learning tasks (cohort and online sessions, formal research and writing assignments, journal writing, mentorships, culminating projects, etc.). The various levels of quality are delineated by the following grade categories:

- A:** Distinction
- B:** Good quality
- C:** Below expected standard
- D:** Unsatisfactory quality
- F:** Failure
- I:** Academic work incomplete and performance not fully evaluated

Programs and Course Descriptions

The Graduate Institute offers advanced programs of study leading to the Master of Arts degree. Each curriculum is designed to facilitate inquiry as the basis for learning and is designed to take advantage of an on-site and distance-learning program designed to accommodate persons with busy lives. All programs are offered in cohort-based learning communities. Students in each cohort progress through the program together and meet during evenings, weekends, and summer sessions.

Each program is grounded in a self-contained cohort learning community that offers distinct content and presents a unique curriculum in contexts that are relevant, student-centered, culturally-connected and experientially-based. Programs are eclectic in content, focus and methodology. All require students to engage in higher-level critical thinking and independent study. A mentoring experience and culminating project is an essential requirement of each program.

Consciousness Studies and Transpersonal Psychology

Faculty

Allan Leslie Combs, Ph.D., Academic Co-Director
Charles H. Silverstein, Ph.D., Academic Co-Director and Program Coordinator
Enrico Cheli, Psy.D., Core Faculty
Cristina Antoniazzi, MA, Core Faculty
Guthrie Sayen, Ph.D., Core Faculty

Visiting Faculty includes but is not limited to:

Susann Cook-Greuter, Ph.D.
Henry Grayson, Ph.D.
Hyunmoon Kim, Ph.D.
Terry Mollner, Ph.D.

Description and Plan of Study

The Master of Arts in Consciousness Studies and Transpersonal Psychology is a 36-credit degree program that explores the growth and development of human consciousness. Program participants examine diverse theories and perspectives of consciousness, identify core assumptions of specific theories, and explore the nature of reality from scientific, philosophical, and psychological perspectives with an emphasis on the oneness of the universe, the interconnections of life, creativity, emergence, consciousness, the collective unconscious, synchronicity and flow.

The program begins by introducing students to the historical origins and the theoretical and methodological foundations of Transpersonal Psychology. We then examine diverse theories and concepts concerning the structures and states of consciousness and the processes that may lead to transpersonal phenomena such as awakening, enlightenment, and unity consciousness. As a hands-on exercise, students themselves will engage with meditation and somatic-awareness practices aimed at re-establishing the unity of mind-body consciousness. Through these practices students will learn to access their own intuition and embodied wisdom, as well as gaining transpersonal insights. Practices of mindfulness and presence are cornerstones of the program.

This program offers the foundation for discovery and empowerment that leads to greater fulfillment, purpose, and effectiveness in students' personal and professional lives as well as in their clients'.

This program includes an optional coach training program within the curriculum, known as the Transformative Coach Training program (see course CS 510).

The principal goals of the program are to:

- ❖ Learn key theories of human consciousness and transpersonal psychology, exploring heuristics of personal development including but not limited to constructive-developmental theory, Ken Wilber's AQAL model, and others. Students will learn to distinguish stages, states, and lines (i.e. continua) of development;
- ❖ Assess differences in levels (or stages) in the development of consciousness and the concomitant values and worldviews, while exploring the ethical and moral dimensions of behavior;
- ❖ Establish a learning community based on the principles of the deep inner connections that incorporate intersubjective communications through dialogue and intention;
- ❖ Encourage and enable students to become active participants in their own development of consciousness, including experiences that lead to developmental transformation;
- ❖ Develop a functional understanding of the influence of belief systems in creating both individual and cultural realities, including the experience of cognitive dissonance as a precursor of psychological differentiation and integration that generates high levels of meaning and understanding and allows for personal transcendence;
- ❖ Develop familiarity with the history of Western philosophy, culture, and art from the perspective of the evolution of consciousness;
- ❖ Empower students with the understanding and experience of the power of consciousness through the processes of intuition, intention, flow and manifestation, leading to the accomplishment of goals and objectives;
- ❖ Conceptualize ontological and epistemological reality as emerging from both rational processes and felt senses (i.e., intuitive, somatic, emotional, aesthetic, and spiritual interactions) as essential sources of knowing;
- ❖ Understand and experience the interrelatedness of the physical body and consciousness through somatic awareness, centering and self-observation provided by the process of listening and meditating with one's physicality;
- ❖ Understand the relationship between consciousness and creativity through the analysis and synthesis of elements of the creative spirit that contribute to the manifestation of intuitive, emotional, aesthetic, somatic, and other non-rational processes as a path to transcendence;
- ❖ Learn key relationships between psycho-spiritual systems, wisdom traditions and modern psychological developmental theories, including the teachings from the mystery schools of Gnosticism, Hermeticism, Neoplatonism, and Kabbalah to the contemporary spirituality of American Buddhism, Advaita Vedanta (nonduality), and Ken Wilber's Integral Spirituality;
- ❖ Promote the development of higher or later stages of consciousness of the individual, society and culture through academic research and dialogue; and

- ❖ Conduct research that results in a broader understanding of the concepts and ideas in the field of consciousness development.

Students are required to complete an integrated *Plan of Study* that includes a commitment to collective engagement within a cohort community, a mentorship experience, and a culminating action research project. The curriculum provides students with numerous opportunities to apply the rapidly growing body of consciousness research to pragmatic, real-world enterprises. Study is generally completed within twenty-four months, with students meeting four or five three-day weekends (Friday through Sunday) per year and one week each summer. All required classes will be held onsite in regularly scheduled conventional classrooms. Optional live teleseminars will be held in months that we do not meet. Teleseminars are not required to complete the degree.

Additional information about the Institute's Master of Arts degree requirements can be accessed in the "Program Framework" section of this catalog.

Course Descriptions

CS 501: Stages and States of Consciousness: Catalyzing Adult Developmental Growth - 3 credits

This course provides students with a basic introduction to human consciousness and the nature of its evolutionary transformation. Models of adult development and transformation continue to evolve, and students learn the foundations and current issues of this discussion. Models include Ken Wilber's Integral AQAL model, Robert Kegan's constructive-developmental theory model, and the models of development designed and promulgated by Susanne Cook-Greuter, Bill Torbert, and Jenny Wade. Students study methods of catalyzing their own developmental growth and that of others.

CS 502: Consciousness, Beliefs and Intentions - 2 credits

The study of the nature of beliefs and how they can be empowering in manifesting a vision and life purpose is the subject of this course. Students first identify and explore paradigms of consciousness and beliefs that have influenced the development of Western civilization from the Classical (Greek) period to postmodern societies. The dialectic between the Cartesian-Kantian assumptions underlying the dualistic, dis-enchanted, flatland modern mind, and the Neoplatonic-Hegelian-Jungian depth psychological assumptions of a unitive, participatory, co-creative universe is explored and seen as a major source of societal cognitive dissonance. The nature of a participatory universe is examined from the perspective of intention and manifestation of individual and collective visions, missions, and life purposes. Important to making powerful intentions is an understanding of the principles of manifestation, which include understanding the role of emotional states. Students learn to apply these principles to bring conscious awareness to hidden beliefs and underlying assumptions while leading their clients to higher vibrational levels, thereby co-creating powerful intentions and desired manifestations.

CS 503: Epistemology of the New Paradigm: Information Fields, Extraordinary Knowing, and Organizational Change - 4 credits

Epistemological and ontological reality is explored, beginning with a philosophical inquiry into the relationship between consciousness and matter, noting the worldviews of dualism, materialism, idealism and pansychism. Panpsychism is then related to the process philosophy of A.N. Whitehead, and how it in turn relates to quantum mechanics. The course also explores the principles of self-organization, chaos, complexity and holism, and their implications on culture and society. Particular note is made of the transition from a Newtonian, deterministic, clockwork universe to a profoundly uncertain and relativistic universe. Students are also exposed to the study of new sciences through inquiry into Rupert Sheldrake's morphic resonance theory, David Bohm's implicate order theory, Ervin Laszlo's quantum vacuum field and information theory, and the holographic universe theory. The phenomenon of synchronicity is of particular relevance to this study. Students explore the impact of these new sciences on leadership, organizational change, and extraordinary ways of knowing.

CS 504: Somatic Awareness and Embodied Wisdom: Mindfulness and Presence - 3 credits

This course includes the study of the interrelatedness of the physical body and consciousness. An important extended capacity is that of the ineffable quality of presence. Presence is developed through somatic awareness, centering and self-observation. Students practice somatic awareness through listening to their bodies, engaging in body scans and meditating with the body. The role of martial arts in a body-mind-heart practice provides a deep understanding of presence-based movements and interactions. Learning to listen with an integrated body-mind-heart is essential in the development of trust and intimacy when co-creating a relationship. These practices quiet the mind allowing access to one's inner embodied wisdom, authenticity and intuition.

CS 505: Creativity and Consciousness (Elective) - 4 credits

This course explores the arts for the access they provide to broad realms of consciousness. Light, rhythm, and form, as expressed in art, music and dance are considered for their value in generating meaning through intuitive, emotional, aesthetic, and somatic interactions. Students examine prominent art of both ancient and contemporary cultures as a means of analyzing the evolution of human consciousness. In addition, creativity, in all of its forms, is investigated from the perspective of overcoming obstacles to the expression of one's own authentic voice. Twyla Tharp's complex thesis of the creative habit speaks to the need for both inspiration and discipline to make creativity part of one's everyday life. Students also learn and experience Mihaly Csikszentmihalyi's positive state of consciousness he named "flow," a state in which people experience deep enjoyment, creativity and a total involvement with life. Exercises that allow for the expression of the creative self in a state of flow are included.

CS 506: Psychospiritual Traditions - 4 credits

This course examines core principles of transformation within the context of psychological and psychospiritual development. Students undertake intensive research from indigenous wisdom traditions to the esoteric schools of Gnosticism, Hermeticism, Neoplatonism, and Kabbalah to the contemporary spirituality of American Buddhism, Advaita Vedanta (nonduality), and Wilber's Integral Spirituality. States of consciousness as described in the Wilber-Combs matrix are explored, along with experiential practices to develop inner awareness and growth. Students engage in the Jungian psychospiritual practices of active imagination and shadow work with implications for their own self-development. Finally, the importance of "letting go," and the development of the "unconditioned mind" are explored. Students continue to learn techniques for cultivating mindfulness and presence in light of these psychospiritual traditions.

CS 507: Conscious Living – Creating a Sustainable and Just World - 3 credits

NOT CURRENTLY OFFERED

Significant cultural transformations are often foreshadowed by the progressive breakdown of existing institutions, as antiquated beliefs are challenged and replaced by emerging world views. The rise of new cultural perspectives typically parallel pivotal discoveries in modern science, as pioneering leaders embrace cutting edge thinking and pursue their vision of humankind's evolutionary potential. This course explores the phenomenon of "breakdown" as an opportunity for conscious evolution. Students identify current political, organizational, economical, ethical, environmental, technological, and social practices and processes that contribute to the destruction of society, and apply their knowledge of evolutionary principles to propose methods for generating positive change. The function of individuals within the social matrix is studied as a means of evaluating the evolution of organizational and institutional operations. Research is conducted to analyze dysfunctional trends and to examine alternative views presented by ground-breaking leaders in the arts, sciences, and humanities.

CS 508: Personalized Learning and Guided Mentorship Experience - 3 credits

One of the most successful and time-honored methods of learning involves direct interaction between a master and apprentice in a specific field. The experience of mentoring occurs when a notable senior of goodwill and expertise agrees to shepherd and support a junior in the various processes that facilitate learning. Mentoring provides learners the opportunity to observe the behaviors, skills, and accomplishments of experienced professionals. In a personal learning environment, mentors and learners often develop distinctive relationships that promote understanding, enable meaningful dialogues, and enhance success and competency. In contemporary parlance, the mentoring process embraces the functions often referred to in terms of coaching, apprenticing, interning, and guiding. Mentors provide program participants a valuable training support system that enables personal and professional growth and development. They are chosen on the basis of their insight, generosity, expertise, communication skills, resources, and intellectual and cultural strength.

Through the experiential processes that constitute the mentorship experience, students develop personal resources and create dynamic pathways for fostering critical thinking, self-analysis, and innovation. The

mentorship provides each student a solid foundation for learning that is built upon meaningful one-on-one interaction with a chosen thinker or practitioner. In the mentorship program, students design and engage in a unique learning experience that transforms theoretical knowing into functional applications. The process affords students the opportunity to extend their academic research and explore authentic venues for the pursuit and execution of their ideas. In so doing, the mentoring experience provides valuable resources for the research and execution of the Culminating Project.

CS 509: Culminating Action Research Project in Consciousness Studies - 4 credits

The Culminating Project is an action-based research inquiry or meta-analysis intended to correlate with the mentorship experience. It is a student-driven initiative that is supported by educative feedback provided by the Program Coordinator. The Culminating Project constitutes the final course of the Consciousness Studies program. It represents three credits of independent research in a field or subject of personal interest that has emerged during the course of academic study.

The Culminating Project provides students the opportunity to refine and demonstrate their understanding of a particular area related to the evolutionary transformation of consciousness, to explore in detail a specific topic, and to exemplify their knowledge, ability and skills as independent researchers. Students complete a comprehensive report at the level of sophistication and efficacy of a Master's thesis that establishes a foundation of knowledge, documents their research, presents an overview of findings, analyzes and synthesizes perspectives and interpretations, evaluates the learning process, and proposes outcomes and conclusions. The Culminating Project also serves as the basis for group dialogue, as each student formally presents his or her report to the cohort. Successful completion of the Culminating Project confirms learning throughout the Consciousness Studies program in accord with the program's mission and goals.

CS 510 Transformative Learning and Communications in Coaching: Awareness, Planning, and Management of Goals (Elective) - 4 credits

Effective transformational strategies in life coaching are dependent upon authentic and creative communication skills. In this course, students hone their abilities to ask powerful questions, engage in active listening, and communicate directly while gaining insights through intuition and somatic awareness. The growth of awareness, at all levels of the self, including thoughts, feelings, sensations, and actions, lies at the heart of transformative learning. Students will develop their own capacity for self-awareness and learn to facilitate this awareness in those they coach. They learn how to communicate effectively with their coaching clients in the design of action plans, planning and goal setting, and the management of progress and accountability.

CS 511 Transpersonal Psychology - 2 credits

This course illustrates the historical origins and the theoretical and methodological foundations of Transpersonal Psychology, showing how this approach emerged (together with humanistic psychology) as an alternative to the two dominant currents in psychology at the time – behaviorism and psychoanalysis – which, although different in many respects, are quite similar in neglecting the psychological relevance of human aspects such as values, affections, motivations, intentionality, consciousness, transcendence and the search for the meaning of life.

Students will also be introduced to the foundational concepts and assumptions within these branches of Psychology, extending from human potential to human needs, from motivations to self-actualization, from states of consciousness to stages of development, from transcendence to transpersonality. Particular emphasis will be given to the interrelated constructs of multiple personality and sub-personality (as espoused by authors such as C.G. Jung, R. Assagioli, H. Stone and S. Stone and others), and to adult personal and transpersonal development (as espoused by authors such as E. Erikson, J. Loevinger, S. Cook-Greuter and others).

PP 501: Introduction to Positive Psychology - 1 credit

This course provides an overview of the historical, philosophical and theoretical foundations of Positive Psychology, with particular emphasis on its humanistic roots. The course outlines the origins, purposes and characteristics of Positive Psychology, focusing on series of shifts that have occurred in the last 2-3 decades: from focusing on cure to focusing on care; from focusing on health to focusing on wellbeing; and from focusing on wellbeing to focusing on happiness. Program participants will be introduced to selected model frameworks that make up the foundation of Positive Psychology, clarifying the fundamental difference between edhonic and eudemonic conceptions of happiness. Students will also be introduced to the strengths and limitations of Positive Psychology, encompassing it in the wider framework of Integrative Psychology.

PP 502: Introduction to Holism and Holistic Psychology - 2 credits

This course is an introduction to the view that posits an open and inclusive (i.e., Holistic) vision of the world as being the most meaningful and effective framework for accessing emotional wellbeing and happiness. Course content includes a review of the current, dominant, scientific paradigm of fragmentation, materialism and reductionism, and delineates the epistemological and ethical limitations this approach engenders. Selected holistic frameworks and concepts will be applied to the field of human health, starting with the World Health Organization's concept of health as a state of full physical, mental and social wellbeing, and moving to the holistic conception of the human being as an interconnected network of physical, emotional, mental, energetic and spiritual dimensions. Program participants will also be introduced to selected research and theories in biomedical sciences, neurosciences and psychology that demonstrate a powerful holistic relevance (i.e., from psycho-neuro-endocrine-immunology to triune brain theory and brain hemispheres research; from integrative psychology to holistic and integral psychology). Program participants will also be oriented to the contributions of alternative medicine (homeopathy, acupuncture, ayurveda etc.) whose clinical evidence is compelling and very meaningful. Lastly, the application of a holistic approach is applied to the developmental process of deep human awareness, highlighting a circular connection between scientific

evolution and personal development, which implies that changing the paradigm requires changing ourselves (and vice versa).

PP 504: Models, Concepts and Tools of Positive Psychology - 2 credits

This course is grounded in Positive Psychology's basic assumption that wellbeing and health can be obtained not only by curing diseases, but also by identifying, developing and addressing unexploited resources already present in individuals, groups and organizations. The overarching goal is to clarify the distinctions between reducing diseases and improving wellbeing, and to understand how to attain this improvement by developing metacognitive and psycho-social skills of interaction. The course introduces students to selected skills which have been proven by empirical research to be most conducive for promoting wellbeing and happiness: (i.e. Self-awareness, Resilience, Self-efficacy, Optimism, Hope, Courage, Wisdom, Inner harmony, Assertiveness). Students will also be introduced to the interrelated topics of flow experiences, expanded states of consciousness, transcendence and self-realization, and to those methods and techniques that facilitate the attainment of such states. Course content includes basic information and techniques on how to process "negative" emotions (i.e., anger, sadness, fear, guilt, shame, embarrassment etc.) as well as positive emotions such as love, joy, and gratitude. Students will also engage in mindfulness, meditation and yoga exercises addressed to develop the non-judgmental (first "witness") capacity that is essential for creating and sustaining emotional wellbeing and happiness.

PP 506: Positive Self-Realization and Transcendence - 2 credits

Based on the humanistic psychology concept of self-actualization, and grounded in Maslow's Theory of Needs, this course promulgates self-realization as an indispensable requirement for wellbeing and happiness in both edhonic and eudamonic models. The overarching goal of the course is to enable program participants to understand the distinctions between becoming someone and realizing oneself, i.e. from the common meaning of self-realization (i.e., socioeconomic attainment) and the humanistic psychology meaning (i.e., focused on human potential development). Students will be introduced to the concepts of false self and true self, and to the theories of selected authors who have studied the psychopathogenic role of personality distortions. Program participants will also be provided an overview of the personal development process, and to the related theories. Course content will include an overview of two fundamental factors for self-realization: a) self-awareness as an indispensable tool for discovering one's own talents and potential; and b) unconditional self-acceptance as an indispensable condition for allowing oneself to develop those talents and potential. In essence, the course will orient students to effective techniques for facilitating the discovery of one's own talents and potential, and for identifying and transforming any irrational beliefs that may limit or hinder development.

Integrative Health & Healing

Faculty

Artemis Morris, N.D., Academic Director
David Forbes, M.D., Academic Co-Director
Bernie Siegel, M.D., Academic Co-Director
Charles Silverstein, Ph.D., Core Faculty
Enrico Cheli, Psy.D., Core Faculty
Cristina Antoniazzi, MA, Core Faculty
Paula Sutcliffe, M.A., RN, COHNS/CM, CWCP, CH, CRMT, Program Coordinator
Karen Pace, M.A., Program Coordinator
Susan Strickland, M.A., Program Coordinator
Alisa Wright, M.A., Program Coordinator

Visiting Faculty includes but is not limited to:

Gene Ang, Ph.D.
Bhaswati Bhattachary, M.D.
Lilly Marie Blecher, N.D., L.A., O.M., M.S.
Erika Cappelluti, MD, Ph.D., FCCP,
Robert De Matteo, M.A.
Kathleen Des Maison, Ph.D.
Misty Ginicola, Ph.D.
Henry Grayson, Ph.D.
Marc Grossman, O.D.
Pat Heavren, M.A.
Steven Horowitz, M.D.
Florence McPherson, N.D.
Joan Palmer, M.S.
Denise Romano, M.A., MSN, APRN
James Sensenig, N.D.
Catherine Sweet, D.C.
Lisa Zaccheo, M.A.

Description and Plan of Study

Integrative Health and Healing is a 36-credit Master of Arts degree program that explores contemporary practices in integrative health studies. The program fosters awareness and understanding of the healer-patient relationship and explores several holistic models of health and healing. Students examine the cultural belief systems of patients and practitioners, and explore diverse allopathic, complementary, and alternative healing practices. Study is experientially based and provides opportunities for hands-on

learning that leads to informed, insightful, and empathetic practices within a wide range of healing modalities. The program address the needs of healthcare practitioners who are interested in exploring alternatives to allopathic medicine or expanding the scope of their practice, and those interested in cultivating the practices and protocols for achieving optimal health and wellness.

The principal goals of the program are to:

- ❖ Examine the integration of conventional (allopathic) and complementary (non-allopathic) medical approaches in the effort to expand the nature and scope of a comprehensive healthcare system;
- ❖ Empower students to perceive themselves as agents for social, cultural and personal change;
- ❖ Investigate, analyze and synthesize current and emerging practices in integrative medicine;
- ❖ Develop competency in research skills requisite for investigating the efficacy and application of integrative medical approaches;
- ❖ Create and provide experiential learning opportunities that afford students' first-hand opportunities for developing expertise in the field of integrative medicine;
- ❖ Facilitate the design of mentorships and research projects that investigate the efficacy of state-of-the-art holistic approaches to optimal health and wellbeing;
- ❖ Create learning experiences that provide opportunities for students to adapt academic content to professional praxis; and
- ❖ Investigate pathways to optimal health and well-being.

Students are required to complete an integrated *Plan of Study* that includes cohort and online supplemental dialogue, two mentorships, an internship, and a culminating project that is reviewed by a Juried Committee of evaluators. Study is generally completed within twenty-four months, with students meeting approximately one weekend (Friday evening and Saturday) per month. The Integrative Health and Healing program does not usually require a summer session.

Additional information on the Institute's Master of Arts degree requirements can be accessed in the "Program Framework" section of this catalog.

Course Descriptions

IH 501:

3 credits

Foundations of Integrative Health and Healing

This course introduces students to the major health and healing traditions, and explores their diverse philosophical and practical foundations. Students examine the ancient healing arts, as well as the allopathic, complementary, and alternative practices that have evolved from them. Study emphasizes the need to gain knowledge in various modalities, to integrate diverse perspectives on how the body functions, and to develop a holistic medical model in order to achieve health and wellness.

IH 502:

2 credits

The Mind-Body Medicine

Infused with mind, spirit, and energy, the body is so much more than the sum of its physiological parts. In this course, students explore discoveries and assumptions of psycho-neural-endocrine-immunology (PNEI) that scientifically demonstrates how the emotional state affects not only mental health but also physical health. Study provides a comprehensive understanding of methodologies and techniques for emotional wellbeing coming from both western psychotherapies and eastern psychologies and medicines: autogenic training, biofeedback, visualization, guided imagery, meditation, yoga postures, pranayama breathing techniques, etc.

IH 504:

3 credits

Body-Oriented Therapeutic Approaches

The mind-body relationship is bidirectional as well as circular and therefore enduring emotions affects physical health, bodily dysfunctions and postural distortions which in turn have a powerful influence both on the physical and the emotional state. In this course, healing body-oriented techniques such as massage, chiropractic, energy work, reflexology, therapeutic touch, holistic posturology and dentistry are examined in light of their physical, psychological, and bioenergetic effects. Students gain in-depth understanding of selected methodologies and techniques through direct experience.

IH 506:

4 credits

Eastern Medicine: Comparative Perspectives on Healing and Wellness

Classical philosophies of Eastern medicine, such as Ayurveda, Qi-Gong, acupuncture, and acupressure, are analyzed in this course. Students also examine the emergence of Eastern medicine in the West, and are encouraged to explore the complementarity of Eastern and Western modalities. Students gain in-depth understanding of selected techniques through direct experience.

IH 507:

2 credits

Integrative Nutrition

A central tenet of ancient eastern medicines and modern integrative western ones is that health is highly affected – for better and for worse – by nutritional factors and environmental influences. In this course, students explore the impact of: (1) diet and nutrition (food, water and air purity and quality, foods combinations etc.); (2) physical movement and breathing habits; environmental negative influences

(noise and light pollution; and (3) electromagnetic waves and fields, emotional empathetic fields etc.). Students' exploration will be not only theoretical but also experiential, thanks to a body of exercises specifically addressed to trigger and develop their bodily and energetic awareness.

IH 508:

4 credits

Aspects of Energy Medicine

The interconnection between energy, consciousness, and health is an important factor to consider in the development of optimum wellness. This course explores the nature and dynamics of life energy, comparing different theories and systems such as flow, bio-energetics, the acupuncture meridians map and tantric yoga chakras. Students examine selected methodologies and techniques addressed to rebalance the energy flow: homeopathy, acupuncture, reflexology, pranayama (breathing technique), electromagnetic shields etc.

IH 509:

2 credits

Alternative Pharmaceuticals: Aromatherapy and Flower Essences

Allopathic medicine has long relied upon the use of drugs to treat disease. Allopathic pharmaceuticals, however, are not the only substances that have provided extraordinary healing and curative effects throughout history. In this course, allopathic pharmaceuticals are compared to herbal remedies, Chinese medicines, and nutraceuticals. Students analyze the pharmacological effects of various substances by reviewing clinical research, case studies, and other indicators of efficacy. Substances are examined in terms of their healing, preventative, and vitalizing effects.

IH 510:

3 credits

Spirituality and Health

Research demonstrates that spirituality, on both the individual and communal levels, has a profound influence on individuals' ability to experience health and healing. This course explores the historic traditions of healing that relied primarily on spirituality, religion, and shamanism. Diverse schools of thought are analyzed and compared with major Western and non-Western perspectives. Individual and organized communal prayer and ritualistic practices which function to promote health and healing are also examined relative to their impact on health and wellness. Students gain experiential understanding of the positive effects of meditation and mindfulness techniques and learn how to apply them in everyday and work life.

IH 511:

3 credits

Natural Healing

The belief that technology is able to cure all human suffering has resulted in the near exclusion of alternative and complementary modalities in most allopathic medical centers. This course examines the *vis medicatrix naturae* (the healing power of nature), which is generally ignored in today's medical model. Students evaluate the Planetree approach and examine the role of personal fulfillment, mindful relationships, art, music, and humor as viable approaches that facilitate self-healing.

IH 514:

3 credits

A Practitioner's Mentorship

Students are required to undertake two mentorship experiences. Each mentorship should fall within a self-selected area of interest and should demonstrate professional development and personal growth through disciplined inquiry. The mentorships are conducted with noted practitioners, and each requires a minimum of 45 hours of contact time. Comprehensive reporting is required, including documentation of the experiences, systematic journal keeping, assessment of learned concepts, and formal comprehensive written and oral reports.

IH 516:

3 credits

A Practitioner's Internship

The internship placement often grows out of the mentorship experience, but differs from the mentorship in its intensity and specificity. The internship is an opportunity for students to engage in supervised independent study, and success is measured against predetermined competencies exhibited onsite in "real" practice situations. Both the onsite professional practitioner and the assigned faculty assess the student's internship experience. For students who are ineligible for participation in certified or license-based internships due to a lack of appropriate training or licensure certification, several alternative internship placements are available:

Internship Options (Select A, B, C or D)

- A.** Additional Mentorship: A second mentorship may be undertaken in lieu of an internship. The mentorship must be equivalent in length to the internship and should be completed in a field different from the initial mentorship.
- B.** Research: A limited research project may also be undertaken in lieu of an internship. The project must be directed by a professional practitioner and must be connected to the practitioner's field of expertise. The project may not include research involving human subjects.
- C.** Special Skills Acquisition: A special skill may be acquired under the direction of a qualified practitioner through participation in extended workshops and symposia. Workshops and skill-

based classes outside the program offerings may be undertaken in order to acquire specific skills. These workshops may or may not result in special certification or licensure, nor must there be any proof of efficiency. However, a formal assessment of completion and a report of participation, must be provided by the student to the Program Coordinator.

- D.** Written Report: An academic inquiry, including a literature search and analysis, may provide the basis for a research paper or a comparative research-based thesis (i.e., a report of 30-40 pages). The report must meet evaluative criteria for substance, quality and readability as judged by an external evaluator.

IH 517:

4 credits

Culminating Project

The Culminating Project requires each participant to design, implement, and report on a self-directed project. Each participant is required to conduct an in-depth research study. The research project, based on emerging developments in a unique area of Integrative Health and Healing, must demonstrate rigor in the pursuit of new insights, rigorously pursues new insights, knowledge, and perceptions. This culminating project is reported in a formalized paper and presented to the cohort, demonstrating the final accomplishment of the student within the program.

Additional information on the Mentorship and Culminating Project components of the program can be accessed in the “Program Framework” section of this catalog.

Learning and Thinking

Faculty

James Trifone, Ph.D., Academic Director

Robin Moore, M.A., Program Coordinator

Visiting Faculty includes but is not limited to:

Diana Boehnert, MFA

Mona Costantini, C.A.S., D.Min.

Charles Euchner, PhD

Lisa Worth Huber, Ph.D.

Artemis Morris, N.D.

Mary Evelyn Tucker, Ph.D.

Jerry Silbert , MD

Description and Plan of Study

Learning and Thinking is a 36-credit Master of Arts degree program designed for learners who seek opportunities to discover the sources and processes of thinking, learning and creating meaning. The program's content develops students' abilities to analyze and synthesize a wide spectrum of academic experiences for the purpose of extrapolating personal meaning(s) and for extending worldviews through the internalization of selected conceptual frameworks. Program participants develop personal authenticity through self-study, create a sense of belonging, identify a role in community, and integrate diverse worldviews with confidence and a sense of personal validation as a result of the program's unique curriculum. The program is dedicated to creating rigorous academic, intellectual and spiritual learning opportunities that expand critical thinking and enhance aesthetic awareness. Each participant is expected to evolve as an intellectual and authentic being, able to define a personal history and describe proposed pathways to enhanced approaches to critical thinking that are generative, integrated, and analytical. This program is designed for individuals interested in exploring the nuances of epistemology, aesthetics, cultural mores and folkways, learning processes, and recent research in meta-cognition.

The principal goals of the program are to:

- ❖ Establish a learning community dedicated to co-creating new understandings within constructivist, holistic and transdisciplinary contexts, through dialogue, critical analysis, and discussion;
- ❖ Provide learning opportunities through which students can identify the origins and nature of personal and cultural beliefs and assumptions;

- ❖ Demonstrate a deep understanding of the unique epistemological and aesthetic lenses through which individuals' create meaning;
- ❖ Create a venue in which students are empowered to perceive themselves as agents for social, cultural and personal change;
- ❖ Investigate rational, intuitive, mystical, and selected trans-rational ways of knowing (i.e., understand and appreciate process learning and the perceptual processes of individuals in diverse disciplines, [e.g. science, music, art, religion]);
- ❖ Explore and analyze concepts in holistic and transdisciplinary contextual frame works in order to understand how a systems theory approach to complexity of real-world events, crises, and phenomena provide insights for creating a holistic and sustainable planetary ethic; and
- ❖ Conduct supervised research that forwards students' understanding of the concepts and ideas inherent in learning and process thinking.

Students are required to complete an integrated *Plan of Study* that includes cohort and online dialogue, a mentorship, and a culminating project. Study is generally completed within twenty-four months, with students meeting one weekend (Friday evening and Saturday) per month during the academic year and one week each summer.

Additional information on the Institute's Master of Arts degree requirements can be accessed in the "Program Framework" section of this catalog.

Course Descriptions

LT 501: The Western Mindset: Modern and Post Modern Perspectives - 3 credits

From the pre-Cartesian/Kantian era through the evolution of scientific thought and the emergence of post-modern thought, this course traces the meta-cognitive processes for creating meaning. Various epistemological perspectives, including theories developed by Goethe, Hegel, Coleridge, and Emerson, are analyzed as foundational works upon which twentieth century epistemology has evolved. Program participants explore the phenomena of human insight, subjective interpretation of experience, and the dichotomy of perception vs. reality.

LT 502: Cultural Perspectives and Personal Beliefs as Learning Modifiers - 3 credits

(Current iteration of: The Emergence of Perspective, Belief and Meaning)

The learner's life experiences and cultural origins are examined for their impact on learning processes, behavioral outcomes, and social interactions. The cognitive frameworks for constructing knowledge and

belief systems are examined, analyzed, and evaluated. Personal assumptions and perceptions are also examined in relationship to social, cultural, and religious influences. Belief structures are defined and analyzed relative to their impact on such self-generated phenomena as consciousness, intuition, and knowing. The discernable characteristics of the affective domain are also examined relative to their compatibility with inherent aesthetic systems. Both cognitive and affective processes are assessed in terms of their influence on the creation of meaning and the more ethereal creation of values.

LT 503: The Transformation of Belief & Self: Alternate Ways of Knowing - 3 credits

(not currently offered)

The transformation of cognitive and affective elements of being and the exploration of various ways of knowing form the foundation of study in this course. The examination of belief and the integration of belief structures as epistemological frameworks are analyzed and evaluated relative to their impact on perceptions of reality, the creation of meaning, and the juxtaposition of emotion and sense-making. How knowing manifests itself is viewed from the philosophic perspectives of Wittgenstein, Krishnamurti and Bohm.

LT 504: Play and the Development of Learning Awareness - 3 credits

(Current iteration of : Play, Work and Consciousness: The Creation of Meaning)

The role of play in cognitive development, and its impact on formal learning processes are explored through experiential interactions. A comprehensive review of current research in applied learning and its concomitant influence on reading, linguistic development, intelligence, and the integration of consciousness serve as the framework for epistemological inquiry. Program participants explore selected in-depth theories in Consciousness Studies as connecting elements for viewing self-initiated changes in human processes.

LT 505: A Constructivist's Approach to Knowing and Creating Meaning - 3 credits

The continuous modification and transmutation of cognitive frameworks are considered fundamental learning processes that evolve from personal epistemological structures. Knowledge and the constructivist perspectives upon which they are interpreted are examined relative to their impact on developmental learning. The construction of personal frameworks for effecting understanding are considered critical to the interpretation of experience and the creation of meaning. Reflection, cyclical re-evaluation of knowing, and the creation of meaning are analyzed as manifestations of the epistemological phenomena.

LT 506: Flow and the Emergence of Thought - 3 credits

The formulation of conceptual structures and the frameworks within which they are held are the subjects of analysis in this course. The focus is upon understanding the ongoing transitions that feed into continuous energy loops. Implicate and explicate perceptions and direct experiences are analyzed from the perspective of how feedback processes modify epistemological structural frameworks. Program participants are provided practical applications within the contextual framework of the Bohmian philosophy. This course is designed to enable program participants to construct an understanding of the subjective processes that promote the integration of experience into a coherent belief system. Participants analyze the concept of flow through the study of creativity, intentionality, serendipity, and intuition.

LT 507: Learning Theories and Applications - 3 credits

(current iteration of: Towards a Transrational Epistemology)

Dewey, Piaget, Inhelder, and other theoretical contributors enlighten this study of the theoretical frameworks that facilitate the development of a personal epistemology through the validation of authentic learning experiences. Program participants learn to analyze the cognitive processes that unify learning across multiple disciplines and frame content in context as precursors to discovering the elements of personal reality. Transdisciplinary perspectives are analyzed in their multiple interactions, and the evolutionary nature of knowing is revealed as a product of cognitive dissonance resolution.

LT 508: Knowing and Learning in Multidimensional Contexts - 3 credits

(current iteration of: Knowing and Learning in Multidimensional Contexts: Transformation through a Transdisciplinary Perspective)

Work, and its informal iteration referred to as play, are analyzed as integrative forces in facilitating process thinking, and as factors through which contextual sequencing creates meaning from physical and non-physical realities. Knowing and learning in multidimensional contexts form the basis for studying individual consciousness. Relationships of sign and signifier are examined and assessed for their epistemic value. Together, work and play are viewed as integrative elements, and as concepts of consciousness which emerge in direct and concrete epistemic forms.

LT 509: Self, Community and Culture: Interactive Learning Fields - 3 credits

(Current iteration of: Self, Community, Culture: The Evolution and Holonic Nature of Meaning)

Various perceptions of being, as derived from the “spirit, mind, and body” to expressions of complex interactions, are examined relative to their contributions to the development of personal reality. Culture, in its multidimensional forms, is analyzed as the substrate upon which individuals generate persona and personal meaning. Social mores and folkways are examined relative to their impact on self, community and cultural development. The overarching goal of this course is to enable each participant to utilize a

framework for exploration of the holonic relationship among the individual, culture, spirit, implicate and explicate contexts of experience, and the creation of meaning.

LT 510: Dialogue: Linguistic Learning Processes for Cognitive Development - 3 credits

(current iteration of: Dialogue: A Process Approach to Insight and Authentic Knowing)

The purpose of the course is to enable each participant to demonstrate a deep understanding of the epistemological processes that create personal meaning. Program participants develop the requisite knowledge, skills, and dispositions to effectively engage in Bohmian dialogue processes. Participants learn how to suspend belief of their own assumptions, perspectives, and metaphysical foundations in order to actively listen to and openly embrace the insights of others in an unconventional, non-judgmental and authentic way. Dialogue practiced in the style of Krishnamurti and David Bohm, are applied in clinic-like settings with well-trained facilitators. Imagery and visioning are also explored as functional elements of meditation, intention, inquiry, and energy applications.

LT 511: Mentorship: Expanding Learning Capacity across Disciplines - 3 credits

(current iteration of Authentic Knowing in Real-life Contexts)

The mentorship experience expands students' capacity for learning through authentic, real-world experiences and through on-site professional language development and application. Students experience learning through analysis, synthesis, interpretation, evaluation, and assessment of the mentor's interaction with his/her clients and/or projects. The interactions inherent within various learning experiences, and the involvement in diverse structural frameworks of the mentors' techniques, provide the foundation for epistemological transformations. Field work and case studies, within the mentorship and internship, are analyzed using self-evaluative protocols. Participants produce independent work products that reveal unique epistemological and ontological perspectives.

LT 512: Commencing Project: Analyzing Learning through Action Research - 3 credits

(Current iteration of Culminating Project: Continuing the Search for Meaning)

Independent study projects, individually designed by program participants under the tutelage of faculty and their Program Coordinators, provide the foundation upon which the Commencing Project is undertaken. Participants design and conduct a research investigation that focuses on some aspect of learning and thinking. The formal research project is then presented to the entire cohort for response and commentary, and is examined by a Juried Review Committee.

LT 513: Enhancing Learning through Cognitive Assessment - 3 credits

Enhancing learning through personal cognitive development and assessment of meta-cognitive and cognitive processes are qualitatively and quantitatively investigated as foundations for supporting personal learning goals. Assessment frameworks, instruments, techniques, templates, and philosophies are explored and analyzed for their value in facilitating program participants' problem-solving and decision making processes. Personal assessments are based in two principles: 1) Assessment is deliberately designed to improve student performance, and 2) Assessment must help students systematically examine and self-correct performance, thereby enhancing the quality of their work. Students use rubrics to assess understanding, competency in writing, oral presentation, Bohmian dialogue and group discussion, Culminating/Commencing Project, E-portfolios, program-specific assignments, and the Product Anthology.

ED 600:

3 credits

Educational Technology

The content for this course covers the entire scope and sequence of the National Educational Technology Standards (ISTE/NETS), which have been adopted by forty-nine of the nation's state boards of education. Included in this offering is an introductory overview of the following topics:

- Social constructivist pedagogy;
- Learning models of instructional design;
- Social media options;
- Cross-platform open source software options;
- Portfolios and learning management systems
- Digital graphics; and
- Virtual augmented reality.

In addition, students explore contemporary issues related to technology, including flexible learning, "flipping" the classroom, the new digital divide, DEC-gaps, intelligent tutoring systems, e-publication, digital storytelling, and gamification.

Organizational Leadership

Faculty

Judith Hackman, Ph.D., Academic Director

Alpesh Bhatt, M.A., Academic Director

Mel Toomey, D.H.L (Honorary), Scholar in Residence

Sandra Rodegher, Ph.D., Program Coordinator

Visiting Faculty include but are not limited to:

Wendy Appel, M.A.

Daryl Conner, M.A.

Danielle Frankel, M.A.

Description and Plan of Study

Organizational Leadership is a 36 credit Master of Arts degree program designed for individuals who seek to create positive change within organizations. The program envisions Leadership as a profession, with distinct skills and protocols that promote stewardship, communication, and a sense of “possibility” as organizational imperatives within all human systems. Students are oriented to leadership principles grounded in trust, cooperation, co-creativity and stewardship on personal and organizational levels. The curriculum is grounded in a paradigm that supports generative leadership. The program’s content also promulgates a view of leadership as the outcome of dialogue, the manifestation of highly interpersonal relationship-building and the development and use of innovative concepts of descriptive language.

The principal goals of the program are to:

- ❖ Establish learning communities dedicated to facilitating organizational leadership in a constructivist, aesthetic, and transdisciplinary context, where dialogue and creativity are key elements;
- ❖ Provide experiential learning opportunities that enhance the organizational efficacy of all stakeholders in specific settings;
- ❖ Establish the study of leadership as a profession, with management, ethics, moral development, and leadership as stewardship as areas of study;
- ❖ Examine generative leadership through case study analysis, mentorship, coaching, and practice;
- ❖ Develop a philosophy and practice of ethics as organizational imperatives;
- ❖ Develop students’ individual expressions of leadership and leadership skills through transdisciplinary study; and

- ❖ Design and enable co-creative change initiatives within organizational cultures characterized by shared sense of responsibility and obligation, a moral voice, and horizontal and vertical integration.

Students are required to complete an integrated *Plan of Study* that includes cohort dialogue, case study evaluation, on-site coaching and mentorship, and a culminating action research project that enables students to apply classroom theory to real-world situations. Central to the curriculum, all students are required to design initiatives that will be applied in their own organizations. Coursework is divided into the Introductory Series (501-503), the Management Series (504-507), the Development Series (508-511), the Leadership Series (512-515), and the Culminating Series (516-517), and study is generally completed in twenty weekends and two week-long summer sessions.

For additional information on the Institute's Master of Arts degree requirements, please access the "Program Framework" section of this catalog.

Course Descriptions

OL 501:

1 credits

Characteristics of Effective Organization

This course introduces the imperative for effective leadership. Students examine the fundamental notion that organizations operate in ways that mirror their leaders, and they discover that effective leadership is the pathway to organizational success. Students examine the characteristics that are common among successful organizations and successful leaders. They are introduced to the philosophic foundations of generative leadership, and they confront such issues as leadership without consensus and the development of a moral voice.

OL 502:

2 credits

Organization as Transcendence & Transformation

Leadership begins with the individual and radiates outward throughout the organization. This course examines the principles of growth and transformation, with a specific focus on how leaders' personal attitudes, language, and behaviors can effect large-scale organizational change. The goal of this course is to enable participants to apply the principles of effective organization while they develop a personal expression of leadership. Coursework emphasizes an examination of positive intentionality, moral purpose, and effective communication.

OL 503:

1 credits

Organization: Principles & Discipline

This course presents an in-depth study of a variety of organizational philosophies and practices, with specific attention focused on the diversity of managerial and community-building strategies. Students analyze case studies to determine what works and what doesn't, and they develop a framework for assessing leadership techniques and styles. Attention is focused on modeling effective leadership practices in an organization comprised of stakeholders, where individuals share in the moral purpose of the corporate entity.

OL 504:

1 credits

Supervision: Foundation of Stewardship

In common balance, "supervision" is the use of incentives and disincentives to ensure that organizational goals are met. Supervision as stewardship, however, establishes performance objectives where results are measured in quantitative terms and outcomes are measured in qualitative terms. This course explores specific, results-driven supervisory tasks that can be used to steward corporate personnel toward personal and organizational goals.

OL 505:

3 credits

Mentoring: Context for Stewardship

In order for stewardship to take place, leaders must be able to effectively communicate their experience and knowledge to the organization – and they must do so in a way that resonates among the organization's stakeholders. This course examines various forms of mentorship and their appropriate application. Students are required to consider opportunities for mentorship within their organization, and they are introduced to mentoring techniques that increase morale and strengthen the work ethic of the personnel under their direction.

OL 506:

2 credits

Facilitation: Process of Stewardship

Facilitation is stewardship that moves an organization along the spectrum of development, from possibility to reality. In this course, students learn to make the distinction between results-based and opinion-based decision-making. Working under the premise that results-based decision-making creates a strong foundation for organizational development, students learn to develop a facilitative approach to leadership that can be applied in diverse situations.

OL 507 :

2 credits

Management: Organizational Expression of Stewardship

Management is the operational dimension of stewardship, in that it requires leadership that effectively integrates supervision, mentoring, and facilitation. In this course, students examine various management roles and relationships, and they develop a framework for understanding how individuals are socialized

into an organizational culture. Study is focused on accommodating individual stakeholders' interests, talents, and needs in ways that best meet organizational goals.

OL 508:

1 credits

Testing: Foundation for Efficacy

The postmodern era has shown us that our perceptions of reality are often relative to the situations that inform our worldviews. Testing enables students to explore perceived realities and possibilities and define a functional understanding of organizational operations. In this course, students learn to design quantitative and qualitative research methodologies which enable them to make informed judgments about the existing organizational culture and its current level of efficacy.

OL 509:

3 credits

Speculation: Context for Efficacy

Speculation is used to determine the efficacy of new organizational constructs. This course provides students with an educated approach to speculation. Instead of asking "Will this construct work?", students are encouraged to specifically address how a construct will impact an organization's productivity and accountability. Students exercise critical thinking and collective problem-solving skills as they examine case studies and develop specific strategies and/or plans of action that address specific organizational issues using Bayesian simulations.

OL 510:

2 credits

Piloting: Process for Efficacy

Piloting takes speculation a step further by exploring the feasibility for a new organizational construct, plan of action, or strategy under controlled conditions. In this course, students learn how to design pilot programs, evaluate their outcomes, and make improvements. Students also discover how to use quality assessment instruments to measure the efficacy of piloted programs on a larger scale within the organization.

OL 511:

2 credits

Developing: Organizational Expression of Efficacy

This course integrates an understanding of testing, speculation, and piloting into the crucial leadership responsibility of optimizing organizational efficacy. Students explore different strategies for incorporating these three tasks into a personal expression of leadership, and they learn to develop an approach that sustains continued organizational change and success.

OL 512:

1 credits

Managing: Foundation for Possibility

While effective organizational leadership requires a vision for the future, management itself is grounded in day-to-day leadership. In this course, students learn to attend to short-term goals for maintaining efficient operations and morale, while remaining engaged in long-term conversations about the organization's direction. Students evaluate managerial practices and systems of control, and assess their impact on organizational possibility.

OL 513:

3 credits

Leading: Context for Possibility

Leaders who can assess an organization's potential and capacity for change have a strong foundation for organizational growth. Thus, exemplary leaders are able to recognize opportunities and predict possibilities for future development. In this course, students advance their scope of organizational potential by examining constructs that may become viable as the organization develops. Students evaluate the delicate balance between leadership, collaboration, and control within growing organizations.

OL 514:

3 credits

Developing: Process of Possibility

This course encourages students to apply the principles of organizational possibility to the testing, speculation, and piloting processes. Students learn to design feasible strategies for implementation and to discard unworkable strategies early in the piloting process. Program participants also investigate strategies for best practice in organizational growth, exploring in detail the policies, incentives, and language that can affect the feasibility or successful implementation of a new organizational approach to marketing, client satisfaction, employee accountability and productivity.

OL 515:

3 credits

Leadership: Organizational Expression of Possibility

Managing, leading, and developing are fundamental, concrete tasks that can take an organization to the next level of possibility. In this course, students integrate their understanding of organizational possibility into a personal expression of leadership. Emphasis is placed on developing leadership dispositions that build consensus, foster accountability, and generate commitment among organizational contributors and stakeholders.

OL 516:

3 credits

Organizational States of Being

As organizations grow and develop, the structure and culture of the organization also evolves. This course provides an overview of the natural/primary, secondary, and tertiary states of reality that occur during organizational evolution. A discrepancy-in-state model is used to analyze differences between an

organization's perceived state and its goal state, with special attention to the relationship between morale and authority within organizations at various states of development.

OL 517:

3 credits

Project: Culminating Experience

The culminating experience is an opportunity to apply classroom theory as action-based research and development. Integrated with the mentorship experience, the culminating or "breakthrough" project is an opportunity to receive on-the-job coaching from the Organizational Leadership faculty. Students are encouraged to begin applying leadership skills, such as testing, speculation, piloting, managing, leading, and developing, within their organizations.

Students gain a real, in-depth understanding of the principles of generative leadership through applied practice, a comprehensive written report, and an oral presentation of their culminating project to their cohort and to members of a juried review committee.

Writing and the Oral Tradition

Faculty

Lisa Worth Huber, Ph.D., Academic Director

Robin Moore, M.A., Program Coordinator

Visiting Faculty includes but is not limited to:

Jeff Bens, MFA

Mathew Dicks, M.Ed.

William Giraldi, M.A.

Megan Macomber, Ph.D.

Tanya Lee Stone, M.S.

Jonas Zdanys, Ph.D.

Description and Plan of Study

By examining the mythological and archetypal foundations of story in the spoken word, the Master of Arts in Writing and Oral Tradition program equips students with essential narrative blueprints that bridge creative expression in spoken and written form. The program provides a balance of autonomy and community, recognizing that successful writers need both independent creative space as well as a welcoming environment to support and celebrate their work. Throughout the program, students study the oral foundations of contemporary literature, conduct their own ethnographic research, complete a series of independent and group projects, engage in peer critiques, and ultimately execute a creative manuscript and research project of their own design. The MA in Writing and Oral Tradition also serves as a forum for the intellectual and spiritual growth and development of each writer. By examining the narrative structure of their own lives, and by analyzing their personal experiences in the application of their writing, each participant engages in processes that help them realize their writing potential within the context of a genre and a voice that is authentically theirs.

Genres studied include memoir and autobiography, fiction (the novel and short story (including fantasy, historical, and sci-fi), creative non-fiction, poetry, playwriting and screenwriting, children's literature (including picture book, middle grade, and young adult), inspirational writing, and more. The program empowers students to create and publish their work in a format that supports individual goals. Instruction is provided in both traditional publishing as well as the rapidly emerging field of e-publishing and audio and digital formats.

The principal goals of the program are to:

- ❖ Create learning experiences that afford opportunities to investigate orality as it creates and transforms meaning and informs written text;
- ❖ Cultivate writing, speaking, listening, and performance skills and applications that elevate each student's proficiency as a communicator and thinker;
- ❖ Examine oral traditions from a socio-historic and anthropological perspective as a means for investigating the evolution of orality and literature;
- ❖ Investigate how writing and oral traditions function to transmit ideas and ideologies, convey cultural values, impart knowledge and information, preserve social history, and influence the development of literate cultures
- ❖ Promote diversity and multi-cultural understanding through oral traditions and various applications of literature;
- ❖ Understand the form and function of narrative voice across diverse literary genres
- ❖ Develop an extensive repertoire of tools and techniques in the art and craft of writing
- ❖ Examine the role of "authorship" in oral and literary contexts
- ❖ Explore the developmental relationship between oral language and the written word;
- ❖ Analyze the implications of written language as text, and documentation, and evaluate their impact upon orality and meaning-making; and
- ❖ Facilitate the design of mentorship experiences and research projects that promote a broader, deeper, and more robust understanding of the role that writing and oral tradition plays in the evolution of culture.

Students are required to complete an integrated *Plan of Study* that includes cohort and online dialogue, a mentorship, creative manuscript, and a culminating project. Study is generally completed within twenty-four months, with students meeting one weekend (Friday evening and Saturday) per month during the academic year and one week each summer.

Additional information on the Institute's Master of Arts degree requirements can be accessed in the "Program Framework" section of this catalog.

Course Descriptions

OT 501: Oral Traditions: Medium and Inquiry - 3 credits

(current iteration of "History and Development of Oral Tradition")

Throughout history, oral tradition has been the primary method for communicating information and transferring knowledge between individuals, across generations, and throughout cultures. This course introduces the emerging field of oral tradition and provides an examination of representative oral literature. Students assess the impact of oral traditions on the development of complex syntax and grammar structures and the emergence of written literature. Special attention is paid to the relationship between oral traditions and contemporary thought.

OT 502: Myth: Ancient and Modern - 3 credits

This course examines the influence of mythology on the evolution of culture. Students examine the mythical origins that have impacted the development and trajectory of diverse religious and scientific approaches, as well as their impact on evolving psychological and sociological frameworks. Students examine Greek, Roman, Norse, European, Native American, African, and Asian mythology in order to gain insight into the nature of human experience and the relationship between humankind and the forces that drive the universe. The mythologies of both past and present societies are explored.

OT 503: Folktales and Culture - 3 credits

(current iteration of "The Structure of Folktale: An Evolutionary Process")

In this course, students examine folktales as comparative literature. They analyze examples of various folktale forms, including fables, legends, fairy tales, allegories, and stories that are transmitted through sermons, ballads, and song. Throughout their analyses and interpretations of the works, students pay special attention to the function of the folktale within the culture and investigate its relationship to the customs and ceremonies of the time.

OT 504: Anthropology and Sociology of Oral Traditions - 3 credits

(not currently offered)

Oral traditions provide a wealth of insight into the historical context, cultural beliefs, and social identities of a group of people, and serve as an essential counterpoint and complement to anthropological and sociological literature. Often produced anonymously and modified over several generations, oral traditions serve as a living record of a group's experiences and development. This course examines bodies of oral literature, with special attention to literature that has been used to either promote or subvert the ideologies of dominant cultures.

OT 505: Children's Literature - 3 credits

(current iteration of "Storytelling: Children's Literature and Reading")

Oral traditions not only promote the large-scale evolution of language and culture, they also influence the linguistic and social development of individual members of society – from birth through adolescence and adulthood. In this course, students explore the history and evolution of children's literature from the 19th to 21st centuries. Recited rhymes, popular tales, and written texts are examined, with an emphasis on stories that support the development of individual identity and communication skills. Contemporary literature for children and young adults is also examined from the perspective of the writer's art and craft.

OT 506: Spiritual and Religious Traditions - 3 credits

(not currently offered)

The persistent quest to understand human origins and experiences began before the dawn of recorded history, and today's spiritual and religious communities remain grounded in a rich tradition of oral literature. This course examines a variety of hymns, chants, sermons, parables, and sacred texts used to explain physical and mystical phenomena. Students examine how oral traditions function to promote moral development and the socialization of individuals into cohesive communities, with special attention to the influence of such traditions on current belief systems.

OT 507: Oral Traditions in School Curricula and Programs - 3 credits

(not currently offered)

This course explores the formal application of storytelling within elementary and secondary education, and how it has been used to enhance learning across the academic disciplines. Students examine the history of children's literature and its relationship to the evolving goals of the American education system. Study focuses on using specific stories and storytelling techniques that build language and literacy skills, support cognitive development, and are appropriate to youth at various stages of intellectual, psychological, and emotional development.

OT 508: Therapeutic Processes of Orality - 3 credits

(current iteration of "Therapeutic Processes of Storytelling")

How we envision and interpret the unfolding narrative of our lives has a tremendous impact on our personal sense of well-being and our relationship to society at large. This course investigates the therapeutic applications of writing and oral traditions – from the management of physical and psychological health, to the resolution of conflict in professional and social relationships, to the alleviation of discord within whole societies. Students learn to harness the power of the spoken and written word through affirmative, expressive, and transformative language, metaphors, and imagery.

OT 509: Cultural Diversity and Unity - 3 credits

(current iteration of "Culture, Diversity, and Unification through Oral Tradition")

The rich culture and heritage of ethnic communities are reflected in the scope and diversity of world literature and oral traditions. In this course, students are encouraged to use writing and oral tradition as mechanisms for cross-cultural understanding. The oral traditions of various African, Asian, European, Hispanic, Jewish and Native American groups are explored, with a focus on the significance of such traditions in an emerging multicultural society. Students are introduced to oral traditions that have been used to preserve cultural knowledge, subvert dominant or oppressive groups, and cultivate intercultural problem-solving.

OT 510: Programs in Oral Tradition: Development and Operation - 3 credits

(not currently offered)

This course is rooted in the notion that storytelling may be used to enhance the human experience, personally and within educational, spiritual, ethnic, and wellness communities. Students are provided an opportunity to explore the design and management of formal educational professional development programs that successfully use storytelling and storytelling techniques to achieve their goals. Students assess existing programs and develop strategies for creating new applications for storytelling that identify and serve specific needs and interests.

OT 511: Mentorship - 3 credits

(current iteration of "Mentorship and Coaching: Field Experiences")

The value of mentorship in the field of writing and oral tradition cannot be overemphasized – whether students are interested in developing specific skills and techniques in understanding the power of language and narrative, or in exploring another area of this vast field. The mentorship must fall within a pre-selected area of interest and need, and should demonstrate professional development and personal growth through disciplined inquiry. The mentorship is conducted with a leader in the field of writing and oral traditions, and requires a minimum of 90 hours of contact time. Systematic journal writing, a comprehensive written report, and an oral presentation are required to document the experience and provide an assessment of new learning derived as a result of the mentorship experience.

OT 512: Culminating Project - 3 credits

(current iteration of "Culminating Project: Performance")

Each student is required to research, design, and present a culminating project in a specific area of interest in the field of writing and oral tradition. The project, which may include a documented performance, should demonstrate a comprehensive understanding of the field and should reflect the insights gained during the Mentorship (OT 511) and Field Research (OT 513); integrating the skills, knowledge, and understanding accrued during the experiential components of the program. The project may include a performance or exhibition. All students are required to submit a comprehensive written report on the development and execution of the culminating project, and to effect an oral presentation to their cohort and a Juried Review Committee.

In addition, each student is required to submit a creative manuscript in a genre of choice. The manuscript should provide context or reflect a thematic element present in the culminating project, enabling a meaningful integration of academic research and creative writing.

OT 513: Field Research - 3 credits

This course provides an opportunity for personal, hands-on examination of contemporary applications of writing and the oral traditions and the issues surrounding the field. Through research, students learn to balance tradition and innovation in applied storytelling, and they discover the many ways that "performance arenas" function in everyday situations. An analytical research paper is required in which

program participants describe the purpose of the research, delineate an extensive literature review, conduct an appropriate methodological procedure, collect and analyze data, and report all findings.

OT 515: Narrative Voice - 3 credits

This course explores the rich phenomenon of *voice* for its myriad functions in establishing point of view, revealing tone and theme, reflecting character, propelling narrative trajectory, and creating the overarching medium through which story is conveyed. By examining narrative voice in oral poetry and story, students will uncover many of the foundational structures and techniques that establish voice in its written context. The courses also focuses on the connection between narrative voice and the spoken word, with particular focus on oral processes for stimulating ideas as well as critique feedback. Emphasis is placed on processes that support revision and the strengthening of a written work through the construct of narrative voice.

OT 516: Narrative Structure: Cross-Genre Applications - 3 credits

Varied applications of narrative structure in written form are explored in-depth in this course. From poetry, non-fiction, screenwriting, playwriting, short story, the novel, and more, students study the function and form of narrative structure in diverse genres. Narrative is examined as an art, technique, and process that connects from the spoken to written word. Students are encouraged to engage in the construction of narrative in a wide variety of genres while simultaneously developing and structuring ideas in a specific genre of interest.

OT 517: Cultural Sources for Writing and Publishing - 3 credits

Writing and publishing technologies are examined for their role in transforming humankind's relationship with language and the transmission of ideas and culture. The history and progress of writing and publishing are explored, with emphasis on their emergence from a tradition of the spoken word. The culture of writing and publishing are assessed as an industry, as well as a cultural phenomenon reflecting the changing mores, ideologies, and priorities of an evolving world. Both digital and traditional print media are also examined as vehicles for contracting, publishing, and distributing books.

Applied Storytelling

Faculty

Lisa Worth Huber, Ph.D., Academic Director

Robin Moore, M.A., Program Coordinator

Description and Plan of Study

The Certificate in Applied Storytelling program examines the art and science of story creation, storytelling appreciation and application in diverse real-world settings. The program focuses on the pervasive power of story as a tool for communicating and activating the imagination, the intellect, and the compassionate sensibility that lies at the heart of every successful human activity. Stories can be used to heal, to educate, to motivate and to inspire both teller and listener. Throughout the program, students explore the various ways story can be implemented in these contexts, and develop the skills to craft their own oral narratives with personal intention and professional purpose. Program participants are provided guidance to become both compelling storytellers and thoughtful story practitioners -- using story as an agent for change in their chosen spheres of influence. Emphasis is placed on the way story can be utilized in business and educational environments to promote generative thinking, foster collaboration, enhance understanding, and facilitate organizational change.

The principal goals of the program are to:

- ❖ Define and distinguish the ways that *story* can be used as a medium for communicating and integrating information, knowledge, values and cultural perspectives.
- ❖ Model the process and practice of *story* listening, *storytelling* and *story* creation.
- ❖ Design, implement, and evaluate the application of story-creation skills in a variety of settings (educational, therapeutic, spiritual, organizational, personal growth and well-being, community-based activism, etc.)
- ❖ Apply and evaluate *storytelling* performance skills and concepts in a performance-based (i.e., oral and written presentation) capstone event. Students will plan and present a series of live programs in applied storytelling in a real-world setting (educational, therapeutic, business, etc.) Presentations will be videotaped and include a self-critique from the student and the submission of a summative assessment by the Program Coordinator. Videotapes will serve as an archival record of the student's mastery and application of course content and curriculum requirements.
- ❖ Apply, analyze and evaluate effective listening skills (i.e., types of listening and appreciative inquiry), and selected Bohmian dialogue processes and procedures as a means of self-reflection and community-building.

- ❖ Design, implement, and report on a Field-Based ethnographic investigation.

Additional information on the Institute's Master of Arts degree requirements can be accessed in the "Program Framework" section of this catalog.

Course Descriptions

OT 501: Oral Traditions: Medium and Inquiry - 3 credits

(current iteration of "History and Development of Oral Tradition")

Throughout history, oral tradition has been the primary method for communicating information and transferring knowledge between individuals, across generations, and throughout cultures. This course introduces the emerging field of oral tradition and provides an examination of representative oral literature. Students assess the impact of oral traditions on the development of complex syntax and grammar structures and the emergence of written literature. Special attention is paid to the relationship between oral traditions and contemporary thought.

OT 508: Therapeutic Processes of Orality - 3 credits

(current iteration of "Therapeutic Processes of Storytelling")

How we envision and interpret the unfolding narrative of our lives has a tremendous impact on our personal sense of well-being and our relationship to society at large. This course investigates the therapeutic applications of writing and oral traditions – from the management of physical and psychological health, to the resolution of conflict in professional and social relationships, to the alleviation of discord within whole societies. Students learn to harness the power of the spoken and written word through affirmative, expressive, and transformative language, metaphors, and imagery.

OT 509: Cultural Diversity and Unity - 3 credits

(current iteration of "Culture, Diversity, and Unification through Oral Tradition")

The rich culture and heritage of ethnic communities are reflected in the scope and diversity of world literature and oral traditions. In this course, students are encouraged to use writing and oral tradition as mechanisms for cross-cultural understanding. The oral traditions of various African, Asian, European, Hispanic, Jewish and Native American groups are explored, with a focus on the significance of such traditions in an emerging multicultural society. Students are introduced to oral traditions that have been used to preserve cultural knowledge, subvert dominant or oppressive groups, and cultivate intercultural problem-solving.

OT 513: Field Research - 3 credits

This course provides an opportunity for personal, hands-on examination of contemporary applications of writing and the oral traditions and the issues surrounding the field. Through research, students learn to balance tradition and innovation in applied storytelling, and they discover the many ways that “performance arenas” function in everyday situations. An analytical research paper is required in which program participants describe the purpose of the research, delineate an extensive literature review, conduct an appropriate methodological procedure, collect and analyze data, and report all findings.

Consciousness, Transformation and Mindfulness

Faculty

Allan Leslie Combs, PhD, Academic Co-Director

Charles H. Silverstein, PhD, Academic Co-Director

Enrico Cheli, PsyD

Cristina Antoniazzi, M.A.

Bonnitta Roy, M.A.

Description and Plan of Study

The Graduate Institute's Consciousness, Transformation and Mindfulness Certificate program is a 6-month, 90-hour learning experience designed to support program participants in an emerging field of study related to the development of consciousness through transformative practices that include the practice of mindfulness. In these complex times, in order to cope with modern society, individuals need to develop a more complex mind, also referred to as the development of consciousness, as explicated by Harvard University psychologist Robert Kegan, PhD.

Neo-Piagetian developmental psychologists have demonstrated that some adults continue to grow in adult, and they have mapped stages of the developmental growth of the mind and/or consciousness. This growth is critical to a modern society that faces intractable problems that offer no easy solution.

Key to this developmental growth is the development of the capacity to widen one's perspective, to understand that from opposing views can emerge solutions that transcend opposing alternatives, along with the development of a humanistic view of one's fellow human. The cutting edge of this emerging field that includes the study of consciousness, transformation and mindfulness is the facilitation of this important and critical developmental growth.

Researchers have shown facilitation of this growth through journaling, meditation, dialogue, coaching, and mindfulness. Recently, much attention has been paid to mindfulness, and the importance in stress-management, and brain function. This program will study the emerging research in this field and will engage in practices to facilitate the growth of its participants.

The principal learning objectives of the program are:

- ❖ Learn key theories of human consciousness and adult development (e.g., constructive-developmental theory, Ken Wilber's AQAL model), and distinguish stages, states, and lines (i.e. continua) of development;
- ❖ Assess differences in levels (or stages) in the development of consciousness and the concomitant values and worldviews, while exploring the ethical and moral dimensions of behavior;

- ❖ Establish a learning community based on the principles of the deep inner connections that incorporate intersubjective communications through dialogue and intention;
- ❖ Provide an overview of the concept of awakened consciousness from the perspectives of philosophy, psychology, science and experiential practice.
- ❖ Encourage and enable the students to become active participants in their own development of consciousness, including experiences that lead to developmental transformation and awakening;
- ❖ Promote the development of higher stages of consciousness of the individual, society and culture through academic research and dialogue;

Course Descriptions

CS 501 States and Stages of Consciousness – 4 credits

This course provides students with a basic introduction to human consciousness and the nature of its evolutionary transformation. Models of adult development and transformation continue to evolve, and students learn the foundations and current issues of this discussion. Models include Ken Wilber's Integral AQAL model, Robert Kegan's constructive-developmental theory model, and the models of development of Susanne Cook-Greuter, Bill Torbert, and Jenny Wade. Students study methods of catalyzing their own developmental growth and that of others.

CS 511 Positive Self-Realization and Transcendence – 2 credits

(Same course as PP 506)

Based on the humanistic psychological concept of self-realization, and grounded in Maslow's Theory of Needs (A. Maslow 1954, 1971), this course promulgates self-realization as an indispensable requirement for happiness in both edhonic and eudamonic models. The overarching goal of the course is to enable program participants to understand the distinctions between becoming someone and realizing oneself, i.e. from the common meaning of self-realization (i.e., socioeconomic attainment) and the humanistic psychological meaning (i.e., focused on human potential development). Students will be introduced to the concepts of false self and true self, and to the theories of selected authors who have studied the psycho-pathogenic role of personality distortions. Program participants will also be provided an overview of the personal development process, and to the related theories. Course content will include an overview of two fundamental factors for self-realization: a) self-awareness as an indispensable tool for discovering one's own talents and potential; and b) unconditional self-acceptance as an indispensable condition for allowing oneself to develop those talents and potential. In essence, the course will orient students to effective techniques for facilitating the discovery of one's own talents and potential, and for identifying and transforming any irrational beliefs that may limit or hinder development.

Ecotherapy & Cultural Sustainability Certificate

Faculty

Ed O'Malley, Ph.D., Academic Director

Visiting Faculty

Gabriele Ganswindt, PhD

Mary O'Malley, MD, PhD

Robin Kimmerer, PhD

Simon Harrison, MEd

Description and Plan of Study

The Ecotherapy and Cultural Sustainability Graduate Certificate Program offers training in evidence-based approaches for transforming human relationships with nature in the service of healing and promoting well-being. Moving beyond the exclusively human focus of psychotherapy and psychiatry, ecotherapy-based modalities include horticultural therapy, animal-assisted therapy, time-stress management, somatics, lifestyle, and nutritional strategies, managing “eco-anxiety,” and promoting the practice of “green” psychotherapy.

Ecotherapy offers a new perspective on existing allopathic and complementary modalities. It is designed to focus individuals on the notion that healing is a biological event that must occur within established patterns of the environment/ecosystem. Though this healing occurs on an individual basis, the individual must be part of a system that is mutually supportive of wellness and sustainability notions. Given the research supporting both the quantitative and qualitative impact of natural ecosystems, many allopathic and complementary practitioners have come to view Ecotherapy as a powerful tool for changing the paradigm underlying the relationship between natural healing and man - assisted healing.

Ecotherapeutic modalities facilitate the synthesis of ecology with personal and public health issues. This promotes holistic, multi-functional frameworks in which sustainable development, community-based action, and personal and public health become community-driven outcomes. Applied Ecotherapy practices provide program participants with opportunities to directly contribute to their community as change agents. The social enterprise approach that is embedded within each Ecotherapeutic activity provides program participants and communities with the following services.

1. Applied Ecotherapists become agents of change within “green” communities,

2. Ecotherapeutic modalities open channels of communication, with the public at large, regarding eco-centric issues of the environment, the interdependence of humankind and natural systems, and the personal health and wellness of individuals and their communities; and
3. Applied Ecotherapeutic activities and frameworks engender feelings of safety, security, and cohesiveness within the community.

In essence, ecotherapists and ecotherapy-based projects create local living economies and networks that engender a collective sense of place. In turn, this promotes cross-cultural and cross-sectional collaborations that result in healthier communities, sustainable use of “green” spaces, and the conservation of resources and human capital.

The principal goals of the program are to:

- ❖ Establish a cohort learning community dedicated to promulgating the philosophical principles and practical applications of ecotherapeutic modalities and activities in local, regional, national, and international settings;
- ❖ Provide a thorough overview of the theoretical and practical applications of an ecotherapeutic model that promotes health and wellness;
- ❖ Understand humankind’s interdependence with nature, and to promulgate the emerging worldview of man’s relationship with nature;
- ❖ Foster the individual growth, personal awakening, and social and environmental responsibility of all program participants; and
- ❖ Prepare program participants for careers in which they serve as effective social, environmental and political change agents through the application of Ecotherapy-based principles and practices.

Course Descriptions

ES 581: Holistic Sustainability 2 credits

This course explores the societal, economic, educational and political implications of Ecotherapy from an ecoliteracy perspective. Ecoliteracy, a term coined by academician David W. Orr and physicist Fritjof Capra in 1992, refers to the ability to understand the principles of the organization of natural ecosystems, and applying those principles to create ecologically sustainable human communities. The operational construct of ecoliteracy is presented as a new educational paradigm that integrates the concepts of holism, systems thinking, sustainability, and complexity theory. Program participants analyze ecotherapeutic models such as the ecosystem approach to sustainability (Lebel 2003) and ecohealth (Maller, et al, 2008). They examine how natural systems showcase strategies for the integrated

management of land, water, and living resources that promote sustainable use in a manner that is equitable to each component of the ecosystem.

ES 582: Nature-Based Spirituality and Contemplative Practices - 2 credits

The course is designed to facilitate personal transformation by orienting program participants to consciousness theories grounded in contemplative practices. It includes ceremonial rituals that integrate selected aspects of natural systems. A variety of contemplative practices, including stillness practices (e.g., silence, centering prayer, insight meditation, etc.), movement practices (e.g., chi gong, t'ai chi chuan, labyrinth walking, yoga, etc.), creative process practices (e.g., channeling, journaling contemplative art, calligraphy, etc.), activist practices (e.g., volunteering, vigils and marches, pilgrimage to social justice sites), generative practices, (e.g., mantra repetition, visualization, *lectio divina*, etc.), ritual/ cyclical practices (e.g., vision quest, sweat lodge, Shabbat/ Sabbath, etc.), and relational practices, (e.g., Bohemian dialogue, deep listening, storytelling, etc.) are analyzed for their impact on psychological wellness. These mindfulness practices and activities are designed to engender awareness, communion, and connection to nature. Participants learn to foster a unitive understanding of humankind and nature by transforming the objectification of nature to an appreciation of its presence, beauty and powers of healing.

ES 583: The Mind-Body-Spirit-Nature Connection - 2 credits

This course is designed to facilitate an in-depth understanding of the somatic components inherent in ecotherapeutic applications. Program participants are immersed in holistic body-centered approaches that reconnect the self with nature, and promote psycho-spiritual-physical awareness and well-being. Participants learn the principles, practices, and protocols inherent in the Mind-Body-Spirit-Nature Coaching Model. Using case study analyses, they engage in a proprietary process that assesses emotional, physical, and spiritual health across six (6) integrated life domains: 1) resilience, 2) nutrition, 3) mindfulness, 4) spirituality, 5) movement, and 6) relationship to nature. Assignments and exercises provide participants with strategies, methods, and techniques for understanding and embracing the body as a vehicle of and emissary to the natural world.

ES 584: Theory and Practice of Ecotherapy - 2 credits

This course examines the evolutionary history of Ecotherapy, including the work of notable luminaries such as Eugene Warming (Ecology), Max Planck (Quantum Theory), Freud and Jung (Depth Psychology), Arne Naess (Deep Ecology) and Fritjof Capra (Non-Linear Systems Theory). Program participants analyze the sources, symptoms and actions of humankind's pathological relationship with the environment (i.e., Natural System Dysfunctional Disorder). Participants also conduct an extensive literature review on the efficacy of specific ecotherapeutic models, examining practices and activities that impact the physical and spiritual health and well-being of individuals and communities in specific geographic settings (i.e., diverse environments). Participants also analyze and evaluate Howard Clinebell's Ecological Circle construct from both a philosophical and ethical perspective. Further, the vision, goals, and activities of the Environmental Justice Movement are examined.

ES 585: Working with Plants and Animals - 2 credits

This course provides an overview of selected horticultural therapies (e.g., organic food production and the benefits of community-based agriculture), and specific animal-assisted therapies (e.g., equine, dog, cat, etc.) that enable program participants to serve various clients (individuals, family units, community-based organizations, and corporate/ business enterprises) using ecotherapeutic-based modalities, strategies, protocols, and plans of action to facilitate body-mind-spirit wellness. Participants learn how to facilitate the balance of sustainable living using the aforementioned therapies. Cohort members design and construct strategic plans of action that facilitate the implementation of therapeutic “green” spaces, initiate animal-assisted therapeutic programs at local hospitals, and galvanize communities to develop collective agriculture initiatives.

ES 586: Ecotherapy Practicum - 2 credits

Program participants complete a field-based, forty-five (45) hour Ecotherapy Practicum in which participants self-select designated field placements that offer opportunities to apply what they have learned, access and self-assess instruments, practices and policies that are ecotherapeutic and eco-psychological in scope, and be supervised and evaluated by program faculty who provide formative, embedded, and summative assessment feedback to each participant on a daily basis during the 5-day Practicum. Participants are empowered to select various practicum settings that will directly contribute to Connecticut’s green economy (e.g., farm, community-based agricultural sites, mentoring communities on sustainable systems, etc.), and identify specific ecotherapeutic modalities (e.g., Horticultural Therapy, Animal-Assisted Therapy, Environmental Justice Advocacy, Wilderness Excursions, etc.) The Practicum provides a venue for program participants to demonstrate their skills, achieve prescribed proficiency levels of performance, and document field-based experiences in the application of designated ecotherapeutic modalities, policies, practices, and protocols.

Integrative Health and Healing Certificate

Faculty

Artemis Morris, N.D., Academic Director
David Forbes, M.D., Academic Co-Director
Bernie Siegel, M.D., Academic Co-Director
Charles Silverstein, Ph.D., Core Faculty
Enrico Cheli, Psy.D., Core Faculty
Cristina Antoniazzi, MA, Core Faculty
Paula Sutcliffe, M.A., RN, COHNS/CM, CWCP, CH, CRMT, Program Coordinator
Karen Pace, M.A., Program Coordinator
Susan Strickland, M.A., Program Coordinator
Alisa Wright, M.A., Program Coordinator

Visiting Faculty includes but is not limited to:

Steven Horowitz, M.D.
Erika Cappelluti, MD, Ph.D., FCCP,
James Sensenig, N.D.
Kathleen Des Maison, Ph.D.
Henry Grayson, Ph.D.
Joan Palmer, M.S.
Robert De Matteo, M.A.
Lisa Zaccheo, M.A.

Description and Plan of Study

The Certificate in Integrative Health and Healing is a 9-credit program which examines health, wellness and illness from a holistic perspective. This approach involves comparing, connecting and integrating conventional, alternative and complementary approaches to promoting health and wellness as well as towards prevention and healing.

Students examine the cultural belief systems of patients and practitioners, and explore diverse allopathic, complementary, and alternative healing practices. Study is experientially based and provides opportunities for hands-on learning that leads to informed, insightful, and empathetic practices within a wide range of healing modalities. The program addresses the needs of healthcare practitioners who are interested in exploring alternatives to allopathic medicine or expanding the scope of their practice, and those interested in cultivating the practices and protocols for achieving optimal health and wellness.

In addition, this program offers a unique and extraordinary opportunity to study health and healing in a hands-on, interactive learning environment, providing not only up to date scientific knowledge but also experience and practice of many diagnostic and healing techniques focused to treat the whole person. This enables students to design and apply personalized models of health, wellness and (eventually) healing.

The Certificate program is self-contained. It satisfies the requirements for 9 credits toward the Master of Arts degree in Integrative Health and Healing offered by the Institute. Thus, qualified participants who complete the certificate may seamlessly enter the Master of Arts program with 9 credits.

During the 10-month period, participants meet monthly (Friday evening, 5-9pm and Saturday, 9-5pm) to explore aspects of integrative medicine. Each weekend event is devoted to a comprehensive examination of specific protocols and schemes, including but not limited to these topics:

- ❖ Allopathy in context of integrative models
- ❖ Holistic Medicine
- ❖ Biofeedback and Visualization
- ❖ Meditation, Yoga and Health
- ❖ Homeopathy
- ❖ Alternative Pharmaceuticals
- ❖ Holistic Nutrition
- ❖ Psycho-Neuro-Endocrine-Immunology (PNEI)
- ❖ Aromatherapy

Participants attend weekend sessions, participate in dialogue with presenters and community students, and develop a body of work in a digital portfolio, (i.e., the e-portfolio). Hands-on experiences with new modalities support understanding, and multiple approaches to teaching ensure that participants of diverse learning styles are empowered to apply ideas in effective ways.

The principal goals of the program are to:

- ❖ Examine the integration of conventional (allopathic) and complementary (non-allopathic) medical approaches in the effort to expand the nature and scope of a comprehensive healthcare system;
- ❖ Empower students to perceive themselves as agents for social, cultural and personal change;

- ❖ Investigate, analyze, and synthesize current and emerging practices in integrative medicine;
- ❖ Provide experiential learning opportunities that afford students' first-hand opportunities for developing expertise in natural healing, energy medicine, and healer-patient relations
- ❖ Create learning experiences that provide opportunities for students to adapt academic content to professional praxis; and
- ❖ Investigate pathways to optimal health and well-being

Course Descriptions

IH 501:

3 credits

Foundations of Integrative Health and Healing

This course introduces students to the major health and healing traditions, and explores their diverse philosophical and practical foundations. Students examine the ancient healing arts, as well as the allopathic, complementary, and alternative practices that have evolved from them. Study emphasizes the need to gain knowledge in various modalities, to integrate diverse perspectives on how the body functions, and to develop a holistic medical model in order to achieve health and wellness.

IH 502:

2 credits

Mind-Body Medicine

Infused with mind, spirit, and energy, the body is so much more than the sum of its physiological parts. In this course, students explore discoveries and assumptions of psycho-neural-endocrine-immunology (PNEI) that scientifically demonstrates how the emotional state affects not only mental health but also physical health. Study provides a comprehensive understanding of methodologies and techniques for emotional wellbeing coming from both western psychotherapies and eastern psychologies and medicines: autogenic training, biofeedback, visualization, guided imagery, meditation, yoga postures, pranayama breathing techniques, etc..

IH 507:

2 credits

Integrative Nutrition

A central tenet of ancient eastern medicines and modern integrative western ones is that health is highly affected – for better and for worse – by nutritional factors and environmental influences. In this course, students explore the impact of: (1) diet and nutrition (food, water and air purity and quality, foods combinations etc.); (2) physical movement and breathing habits; environmental negative influences

(noise and light pollution, electromagnetic waves and fields, emotional empathetic fields etc.). Students' exploration will be not only theoretical but also experiential, thanks to a body of exercises specifically addressed to trigger and develop their bodily and energetic awareness.

IH 509:

2 credits

Alternative Pharmaceuticals: Aromatherapy and Flower Essences

Allopathic medicine has long relied upon the use of drugs to treat disease. Allopathic pharmaceuticals, however, are not the only substances that have provided extraordinary healing and curative effects throughout history. In this course, allopathic pharmaceuticals are compared to herbal remedies, Chinese medicines, and nutraceuticals. Students analyze the pharmacological effects of various substances by reviewing clinical research, case studies, and other indicators of efficacy. Substances are examined in terms of their healing, preventative, and vitalizing effects.

Integrative Energy and Eastern Medicine Certificate

Faculty

Artemis Morris, N.D., Academic Director
David Forbes, M.D., Academic Co-Director
Bernie Siegel, M.D., Academic Co-Director
Charles Silverstein, Ph.D., Core Faculty
Enrico Cheli, Psy.D., Core Faculty
Cristina Antoniazzi, MA, Core Faculty
Paula Sutcliffe, M.A., RN, COHNS/CM, CWCP, CH, CRMT, Program Coordinator
Karen Pace, M.A., Program Coordinator
Susan Strickland, M.A., Program Coordinator
Alisa Wright, M.A., Program Coordinator

Visiting Faculty includes but is not limited to:

Gene Ang, Ph.D.
Bhaswati Bhattachary, M.D.
Lilly Marie Blecher, N.D., L.A., O.M., M.S.
Florence McPherson, N.D.
Perry Perretz, D.O.
Misty Ginicola, Ph.D.
Catherine Sweet, D.C.
Henry Grayson, Ph.D.
Pat Heavren, M.A.

Description and Plan of Study

The Certificate in Integrative Energy and Eastern Medicine is an 11-credit program which examines health, wellness and illness from a holistic perspective. This approach involves comparing, connecting and integrating conventional, alternative and complementary approaches to promoting health and wellness as well as towards prevention and healing.

Students examine the cultural belief systems of patients and practitioners, and explore diverse allopathic, complementary, and alternative healing practices. Study is experientially based and provides opportunities for hands-on learning that leads to informed, insightful, and empathetic practices within a wide range of healing modalities. The program addresses the needs of healthcare practitioners who are interested in exploring alternatives to allopathic medicine or expanding the scope of their practice, and those interested in cultivating the practices and protocols for achieving optimal health and wellness.

The Integrative Energy and Eastern Medicine certificate program examines health as the optimal alignment of body, mind, and spirit – not merely the absence of disease. It provides the opportunity for students to explore the latest forms of energy healing and Eastern Medicine, including Ayurveda and Chinese Medicine. Delve into the contemporary, mind/body approaches to health and well-being under the support of forward-thinking practitioners and researchers. Self-contained, the program also satisfies the requirements for 11 credits toward the Master of Arts degree in Integrative Health and Healing offered by TGI. Thus, qualified students who complete the certificate may matriculate into the MA program with 11 credits.

Over the course of twelve months, a cohort of students meets monthly (Friday from 5 to 9 pm and Saturday from 9 am to 5 pm) to explore aspects of integrative medicine. Students engage in dialogue with fellow cohort members and faculty to develop a body of work in their electronic portfolio. Hands-on experiences with different modalities and treatment methods strengthen understanding, and the program's multiple approaches to instruction ensures that students of diverse learning styles are empowered to incorporate their knowledge effectively.

In addition, this program offers a unique and extraordinary opportunity to study health and healing in a hands-on, interactive learning environment, providing not only up to date scientific knowledge but also experience and practice of many diagnostic and healing techniques focused to treat the whole person. This enables students to design and apply personalized models of health, wellness and (eventually) healing.

- ❖ Allopathy in context of integrative models
- ❖ Holistic Medicine
- ❖ The Philosophy and Practice of Ayurvedic Medicine
- ❖ The Philosophy and Practice of Traditional Chinese Medicine
- ❖ The Energy Body, the Chakra System, Dowsing, and Shamanism
- ❖ Health of the Human Spirit: Holistic Stress Management

Participants attend weekend sessions, participate in dialogue with presenters and community students, and develop a body of work in a digital portfolio, (i.e., the e-portfolio). Hands-on experiences with new modalities support understanding, and multiple approaches to teaching ensure that participants of diverse learning styles are empowered to apply ideas in effective ways.

The principal goals of the program are to:

- ❖ Examine the integration of conventional (allopathic) and complementary (non-allopathic) medical approaches in the effort to expand the nature and scope of a comprehensive healthcare system;
- ❖ Empower students to perceive themselves as agents for social, cultural and personal change;
- ❖ Investigate, analyze, and synthesize current and emerging practices in integrative medicine;
- ❖ Provide experiential learning opportunities that afford students' first-hand opportunities for developing expertise in energy medicine and Eastern Medicine
- ❖ Create learning experiences that provide opportunities for students to adapt academic content to professional praxis; and Investigate pathways to optimal health and well-being

Course Descriptions

IH 506:

4 credits

Eastern Medicine: Comparative Perspectives on Healing and Wellness

Classical philosophies of Eastern medicine, such as Ayurveda, Qi-Gong, acupuncture, and acupressure, are analyzed in this course. Students also examine the emergence of Eastern medicine in the West, and are encouraged to explore the complementarity of Eastern and Western modalities. Students gain in-depth understanding of selected techniques through direct experience.

IH 508:

4 credits

Aspects of Energy Medicine

The interconnection between energy, consciousness, and health is an important factor to consider in the development of optimum wellness. This course explores the nature and dynamics of life energy, comparing different theories and systems such as flow, bio-energetics, the acupuncture meridians map and tantric yoga chakras. Students examine selected methodologies and techniques addressed to rebalance the energy flow: homeopathy, acupuncture, reflexology, pranayama (breathing technique), electromagnetic shields etc.

IH 510:

3 credits

Spirituality and Health

Research demonstrates that spirituality, on both the individual and communal levels, has a profound influence on individuals' ability to experience health and healing. This course explores the historic traditions of healing that relied primarily on spirituality, religion, and shamanism. Diverse schools of thought are analyzed and compared with major Western and non-Western perspectives. Individual and organized communal prayer and ritualistic practices which function to promote health and healing are also examined relative to their impact on health and wellness. Students gain experiential understanding of the positive effects of meditation and mindfulness techniques and learn how to apply them in everyday and work life.

Positive Psychology, Emotional Wellbeing and Happiness Certificate

Faculty

Enrico Cheli, PsyD, Academic Director, Core Faculty

Cristina Antoniazzi, MA, Program Coordinator

Description and Plan of Study

The Certificate in Positive Psychology, Emotional Wellbeing and Happiness is a 12-credit program dedicated to the *vision* of creating happier and healthier individuals who therefore contribute to the co-creation of healthier organizations and communities. The program's *mission* is to facilitate pathways by which emotional well-being and happiness can be attained, providing program participants a body of updated and effective theories, methodologies and techniques. The scientific framework that grounds this certificate program is based in *positive psychology*, a newly developed branch of psychology that, instead of dealing with diseases and therapies, focuses on personal health and well-being, assessing and developing human qualities and potential that are already present in individuals and organizations.

Course content will particularly focus on qualities like self-awareness, interpersonal awareness, emotional intelligence, resilience, courage, self-esteem, optimism, wisdom etc. At the same it will integrate positive psychology and holistic perspective, identifying a network of key factors and processes operating on different but interconnected levels: emotional, neuroendocrine, cognitive, communicative, relational and sociocultural. The program features an experiential teaching methodology designed to facilitate students' holistic development of body awareness, emotional awareness, and relational awareness through the implementation of specific knowledge, skills, and exercises, including role playing, role reversal, simulation, self-confrontation, mindfulness techniques, meditation techniques, breathing techniques, and training groups.

During this program, students will:

1. Apply positive psychology concepts and tools in their work and life
2. Gain knowledge and skill to increase individual, business and collective well-being
3. Learn practical tools that make a positive difference in people's lives
4. Participate in powerful personal development activities
5. Experience practices for their personal and work life

The principal goals of the program are:

- ❖ To provide program participants a science-based, interdisciplinary theoretical and operational framework for identifying factors and applying processes that promote quality of life, psychosocial wellbeing and self-fulfillment.
- ❖ To introduce program participants to empirical, (i.e., science-based), research and intervention methodologies and strategies that address and manage psychological and physiological states of being; specifically focusing on emotional intelligence and interpersonal skills, adaptability and resilience, hedonic and eudaimonic well-being, cultural and personal identity processes, creativity, and personal growth and transformation.
- ❖ To imbue program participants with the knowledge and skills to develop a higher level of awareness of their body, their emotions and their communicative-relational processes.
- ❖ To sectorially address the factors that impede, constrain or promote emotional wellbeing and happiness, and to provide program participants the content and contextual knowledge, skills, and competencies to adopt a holistic framework that highlights the systemic interdependencies of our psychological and physiological states of being.

Course Descriptions

PP 501: Introduction to Positive Psychology - 1 credit

This course provides an overview of the historical, philosophical and theoretical foundations of Positive Psychology. It introduces program participants to the language, themes, and contextual frameworks that comprise the content of each course in the 7-module program.

The course outlines the origins, purposes and characteristics of Positive Psychology, with particular emphasis on a series of consequent shifts that have occurred in the last 2-3 decades: from focusing on cure to focusing on care; from focusing on health to focusing on wellbeing; and from focusing on wellbeing to focusing on happiness. Program participants will be introduced to selected model frameworks that ground of Positive Psychology, clarifying the fundamental difference between edhonic and eudemonic conceptions of happiness. Students will also be introduced to the strengths and limitations of Positive Psychology, encompassing it in the wider framework of Holistic Psychology.

PP 502: Introduction to Holism and Holistic Psychology - 2 credits

This course is an introduction to the view that posits an open and inclusive (i.e., Holistic) vision of the world as being the most meaningful and effective framework for accessing emotional wellbeing and happiness. Course content includes a review of the current, dominant, scientific paradigm of fragmentation, materialism and reductionism, and delineates the epistemological and ethical limitations this approach engenders. Selected holistic frameworks and concepts will be applied to the field of human health, starting with the World Health Organization's conception of health as a state of full physical, mental and social wellbeing, and moving to the holistic conception of the human being as an interconnected network of physical, emotional, mental, energetic and spiritual dimensions. Program participants will also be introduced to selected research and theories in biomedical sciences, neurosciences and psychology that demonstrate a powerful holistic relevance (i.e., from psycho-neuro-endocrine-immunology to triune brain theory and brain hemispheres research; from integrative psychology to holistic and integral psychology). Program participants will also be oriented to the contributions of alternative medicine (homeopathy, acupuncture, ayurveda etc.) whose clinical evidence is compelling and very meaningful. Lastly, the application of a holistic

approach is applied to the developmental process of deep human awareness, highlighting a circular connection between scientific evolution and personal development, which implies that changing the paradigm requires changing ourselves (and vice versa).

PP 503: Pathology, Normality, Wellbeing and Happiness: Stages of a Holistic Continuum - 2 credits

The course deals with the holistic assumption that disease and health are the two poles of a continuum, with the middle stages representing normality (lower middle) and wellbeing (higher middle). The overarching goal of the course is to enable program participants to understand the holistic interdependence among physical, mental and social factors, and to identify the role each plays in co-causing diseases or, conversely, in positively producing/maintaining wellbeing and health. Students will also be introduced to psychosomatics, exploring how mental health is inextricably connected to overall health (and vice-versa). After a short historical overview, students will examine the principal scientific discoveries that have enabled scientists to understand the processes of neural and biochemical transmission of emotions, and to trace their effects on the endocrine and immune system, providing important confirmation of the holistic-psychosomatic hypotheses regarding the interdependence between the systems and levels that make up human consciousness - systems and levels which, up to now, official science has studied and managed separately, (i.e., entrusting the care of the body to physicians, the care of the mind and the emotions to psychiatrists, psychologists and psychotherapists, and the care of the spirit to priests and ministers). In essence, the course outlines a holistic conception of a human's state of being, hinging on various interconnected dimensions - corporal/energetic, affective/emotional, cognitive, interpersonal, transpersonal and consensual - whose harmonious or disharmonious development and "nourishment" positively or negatively affects an individual's state of wellbeing and happiness.

PP 504: Models, Concepts and Tools of Positive Psychology - 2 credits

This course is grounded in Positive Psychology's basic assumption that wellbeing and health can be obtained not only by curing diseases, but also by identifying, developing and addressing unexploited resources already present in individuals, groups and organizations. The overarching goal is to clarify the distinctions between reducing diseases and improving wellbeing, and to understand how to attain this improvement by developing metacognitive and psychosocial skills of interaction. The course introduces students to selected skills which have been proven by empirical research to be most conducive for promoting wellbeing and happiness: (i.e., Self-awareness, Resilience, Self-efficacy, Optimism, Hope, Courage, Wisdom, Inner harmony, Assertiveness). Students will also be introduced to the interrelated topics of flow experiences, expanded states of consciousness, transcendence and self-realization, and to those methods and techniques that facilitate the attainment of such states. Course content includes basic information and techniques on how to process "negative" emotions (i.e., anger, sadness, fear, guilt, shame, embarrassment etc.) as well as positive emotions such as love, joy, and gratitude. Students will also engage in mindfulness, meditation and yoga exercises addressed to develop the non-judgmental (first "witness") capacity that is essential for creating and sustaining emotional wellbeing and happiness.

PP 505: Positive Interpersonal Relations - 2 credits

This course is undergirded by the assumption that the external triggers of emotional states (both pleasant and unpleasant) are very often interpersonal events/processes and therefore prosocial skills are very important for emotional wellbeing. Students will then learn that external triggers does not cause emotions directly, but rather are

mediated by an internal process of interpretation, depending mainly on the beliefs of the individual and on his personality. The overarching goal of the course is to enable program participants to understand the implications of the aforementioned factors and to encompass them in a holistic integrative framework where the core concept is the systemic interdependence between interpersonal, intrapsychic and consciencial processes. In order to illustrate the nature and role of external social triggers, students will be introduced to the sociological theory of Interpersonal Revolution outlined by Enrico Cheli which explains the when, why and how relationships have become more complex, conflicting and difficult to manage. In order to explore nature and role of external social triggers, students will be introduced to the psychological ABC model, outlined by Albert Ellis, which explains how beliefs (and mainly irrational beliefs) influence the interpretation of an event and, therefore, affect the consequent emotional state of the person. Course content orients students to the basic principles and tools of E. Cheli's Coremotional Assertiveness Methodology: self awareness, interpersonal awareness, passive and active listening skills, empathy skills, assertive communication skills, conflict prevention and resolution skills.

PP 506: Positive Self-Realization and Transcendence - 2 credits

Based on the humanistic psychological concept of self-realization, and grounded in Maslow's Theory of Needs (A. Maslow 1954, 1971), this course promulgates self-realization as an indispensable requirement for happiness in both edhonic and eudamonic models. The overarching goal of the course is to enable program participants to understand the distinctions between becoming someone and realizing oneself, i.e. from the common meaning of self-realization (i.e., socioeconomic attainment) and the humanistic psychological meaning (i.e., focused on human potential development). Students will be introduced to the concepts of false self and true self, and to the theories of selected authors who have studied the psycho-pathogenic role of personality distortions. Program participants will also be provided an overview of the personal development process, and to the related theories. Course content will include an overview of two fundamental factors for self-realization: a) self-awareness as an indispensable tool for discovering one's own talents and potential; and b) unconditional self-acceptance as an indispensable condition for allowing oneself to develop those talents and potential. In essence, the course will orient students to effective techniques for facilitating the discovery of one's own talents and potential, and for identifying and transforming any irrational beliefs that may limit or hinder development.

PP 507: Tools and strategies for Wellbeing in Organizational Contexts - 1 credit

This course provides an overview of the tools and strategies, inherent in the study of Positive Psychology for implementation in organizational contexts such as business, government, education, and non-profit entities. The overarching goal of the course is to enable program participants to understand the factors and processes related to emotional/relational wellbeing in organizational contexts, as well as understand the systemic interdependence that connects them in a Holistic network. Starting from E. Mayo's pioneering research in the 1930's, and extending to the birth of ergonomics in the 1950's, the course will explore the relationship between an employee's wellbeing and an organization's performance, introducing students to the main socio-psychological factors and processes - interpersonal, emotional, motivational, and communicative - that positively affect emotional wellbeing in organizational contexts. The course will also orient students to the factors and processes that negatively affect wellbeing and often produce such symptoms as stress, conflict, and burnout. Course content will also provide students with selected stress prevention and stress management techniques and strategies. Lastly, students will also be introduced to the concepts of positive cooperation and positive team building as well as to specific techniques and strategies for building team cohesion and cooperation.

Transformative Coach Training Program

Faculty

Guthrie Sayen, PhD, PCC, Director of Coach Training

Description and Plan of Study

The goal of the Transformative Coach Training Program is to integrate the adult developmental growth theories of transformative change with a robust coaching methodology and practice. The Transformative Coach Training Program's client-centered coaching facilitates the unfolding of the client's own inner strengths and potential. The development of self-awareness, embodied wisdom, intuition and manifestation are central to this training.

Coaching Program Objectives

The Transformative Coach Training Program provides:

- a deep understanding of the theories and processes that lead to transformative growth
- excellence in the training of the
 - International Coach Federation (ICF) Coaching Core Competencies,
 - ICF Code of Ethics, and
 - ICF Definition of Coaching
- excellence in the training of
 - the foundations of coaching,
 - the establishment of the coaching relationship,
 - communications skills, and
 - the design of effective change processes
- the required curriculum and hours of training to qualify for ICF Coach Certification

NOTE: This is a non-credit program.

Course Descriptions

The Transformative Coach Training coaching modules incorporate the development of the ICF Core Competencies, with special attention given to the client setting the agenda, presence-based coaching, developing trust, asking powerful questions, direct communication, and the management of progress and accountability.

Module 1: Fundamentals: An Introduction to Transformative Coaching

This course presents the ICF core competencies, the ICF code of ethics, the definition, and the four cornerstones of coaching. The four cornerstones are that people are naturally creative, all parts of a client are welcome, the client sets the agenda and coaching focuses on the client not the problem. The concept of the presenting agenda and deeper agenda are described. The students learn and practice the three levels of listening and powerful questions. Lastly, the students learn the outline of a basic coaching session, including establishing the coaching agreement, establishing trust, maintaining presence, and direct communication, followed by coaching practice in dyads.

Module 2: Fulfillment: A Pathway to Transformation

After students learn the fundamentals, the coach trainer describes the four pathways that are part of the Transformative Coach Training. The first pathway is that of fulfillment. Students learn the concept of fulfillment in life and how it relates to inner passion, vision, and overcoming challenges and obstacles. The steps in this process are to (1) connect clients to their vision; (2) set a resonant goal that draws the client into their vision, and making those steps resonant and accountable; and (3) help the client to welcome the inner protectors who have reservations about change, uncovering what is getting in the way of manifesting the vision. This course presents a visualization exercise showing the students how to connect with their vision and passion. Included in this course are the topics of designing action, planning and goal setting, managing progress and accountability, and asking powerful questions amongst others.

Module 3: Balance: A Pathway to Transformation

The core idea of this course is that we always are in a perspective, other perspectives are available, and we are always at choice in the perspective we decide upon. In this course, students learn how to work with their clients to explore multiple perspectives. Students learn definitions of perspective, how it relates to physical expression, emotion, worldview and energy. They learn how to work with a client to find the topic, explore at least three perspectives, choose a perspective to create from utilizing powerful questions, and brainstorm possible actions with a commitment to one, with accountability specified. The instructor demonstrates the use of a three by three grid for the client to physically move to a different geographic location when exploring a different perspective, generating new perspectives, asking powerful questions, leading to greater awareness. Students also begin to learn the design of actions and goals, and accountability.

Module 4: Process: A Pathway to Transformation

The core question in coaching with the process pathway is what is true in the present moment; how can we accept ourselves as we are right now. In process, the focus is on the client's internal experience in the present moment. Students learn to create awareness by noticing and naming something in the client's experience. With the client's permission, the coach asks powerful questions to allow the client to fully

experience what is arising in the moment. In this process, when the client fully accepts and experiences what is arising, and can accept that just as it is, a shift in energy and consciousness may occur. With this shift, the coach integrates this new experience with insight. Holding silence, awareness of the wisdom of the body, and connecting to source are a important components of this process.

Module 5: Parts Work: A Pathway to Transformation

The essential idea in parts work is that there are subpersonalities in the human psyche, called “parts,” that clients identify with, when in fact, the client can get in touch with the client’s own “Self,” which is bigger than any one part. This pathway is based on Richard Schwartz’ Internal Family Systems. The idea is that all parts of the psyche have a noble purpose or good intention and are welcome. These parts comprise an internal family system, and the natural leader of this system is the Self. Students learn to lead clients to awareness of a part with which they are currently identifying, and to see the good intention of that part, and to separate that part from the Self, creating awareness. In this course, students learn how to work directly with the client’s parts, and practice this process with triad work.

Module 6: Somatic Wisdom: Focusing for Deep Listening

Students learn the process of “Focusing” as described by Eugene Gendlin. This is a specific process in which a person explores his or her body’s inner feelings to find a felt-sense that is preventing the person from feeling fine. This is not a conceptual exercise; one doesn’t go into the problem. Instead, one finds a word or phrase that can express that felt-sense. One goes back and forth between the felt-sense and the word or phrase as the issue slowly comes into focus. In dyad practice sessions, students learn to deeply listen using their own felt-sense, and through this method, establishing coaching presence and accessing intuition.

Module 7: Final Review of the Principles and Pathways of Coaching

This course reviews all of the principles, competencies and pathways of coaching. Included is the decision point as to which path to take, and, by dancing in the moment, how to transition to a different pathway as the session evolves. The students review fulfillment, balance, process, parts work and somatic wisdom/focusing as it relates to coaching.

Module 8: Group and Individual Mentoring

This course convenes on four separate occasions over at time period of 4 to 5 months. The students form triads of coach-client-observer, one triad at a time. The instructor first elicits feedback from the coach, then the observer. Finally, the instructor provides feedback. All present benefit from the feedback offered during this course.

Module 9: Independent Study – Mastering the Core Competencies

Students are required to engage in 14 hours of independent self-study. To fulfill this requirement, students are to read and study documents on core competencies, read the text *Co-Active Coaching* by Kimsey-House, et. al., and listen to ICF Core Competency conference calls. Students are also required to develop their own guidelines for a coaching session that includes the core competencies, and self-analyze a coaching session utilizing the self-created guidelines.

Administrative Policies

Academic Freedom

The Graduate Institute fosters the pursuit of scholarship and functions as a Center of Inquiry. Hence, the Institute affords full academic freedom to students, faculty and administrators. Specifically, students design research projects that are aligned with program requirements (i.e., the culminating project, which encourages research that is not constrained). Institute administrators also honor the stipulations outlined in the Institute's Intellectual Property Policy statement, and simultaneously adhere to the dictates articulated in the Operations and Procedures Manual of the American Association of University Professors.

Academic Integrity

All members of The Graduate Institute are expected to assume responsibility for honor, honesty, and integrity in their academic work. Continuation of study at the Institute is predicated upon the demonstration of these characteristics.

All written material submitted by faculty and students must be their own original work. Use of other work must be acknowledged in an appropriate manner. Credit will not be given for improperly appropriated work, whether published or unpublished. The same written work may not be used twice to meet program requirements without the approval of the Program Coordinator. An in-depth delineation of the Academic Integrity policy, procedures and protocols are cited in the *Policy Handbook for students*.

Affirmative Action Statement

The Graduate Institute is an equal opportunity organization, governed by and conforming to the regulations and policies of Affirmative Action and Title IX. The Graduate Institute does not discriminate in any enrollment, admission, or relationship practices on the basis of race, color, national or ethnic origin, religion, age, sex or handicap. Furthermore, The Graduate Institute promotes racial, ethnic, and gender diversity through specific recruitment, employment, and program design initiatives. Any questions about compliance with this policy should be directed to the Office of the Provost.

Change of Address

Students must have current addresses on file. All changes of address, including e-mail address and phone number, must be reported in writing immediately to the Registrar.

Drug, Alcohol and Tobacco Use

Individuals who are under the influence of drugs or alcohol have the potential for interfering with their own safety and the safety of others. Therefore, such conditions will be proper cause for disciplinary action,

including possible dismissal and/or notification of the appropriate law enforcement agency. The Graduate Institute operates a smoke free environment. Smoking is not permitted in the offices, meeting rooms, hallways, or other facilities utilized by the Institute.

Emergencies

In the event of an emergency, the administrative office of The Graduate Institute at the Bethany campus should be notified. Every reasonable effort will be made to relay messages that are received for students. However, delivery cannot be guaranteed. In the case of local emergencies, The Graduate Institute staff will contact local public safety officials when necessary. The Institute's Emergency Action Plan is distributed to students at the first session of every cohort, and is available for review in the administrative offices.

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974 prohibits the transmittal of educational records without the written consent of the student. For this reason, The Graduate Institute will not release a transcript without a request signed by the student. All personal records are considered to be confidential. They will be released only upon receipt of written authorization from the student. Upon formal request, however, the Institute is obligated to provide these records to accrediting teams and authorized government agents.

Grievance Procedure

At The Graduate Institute, students are mature individuals and are expected to be reasonable in their approach to resolving complaints and disputes through dialogue within appropriate structures. All Graduate Institute faculty and staff are expected to participate in reasonable ways to resolve difficulties without resorting to the formal grievance process. However, if resolution cannot be reached, students have the opportunity to formalize issues within a formal grievance process. A timely and fair resolution will be sought through the procedure outlined below:

- ❖ A formalization of the dispute is presented to the Program Coordinator with appropriate support materials.
- ❖ The Program Coordinator acknowledges receipt within 14 days, and a copy of the grievance is circulated to all parties involved.
- ❖ The student Affairs Committee reviews the issue and attempts to resolve the grievance.
- ❖ The student Affairs Committee, failing resolution, provides an opinion to the President within 45 days from the time of initial receipt of the grievance.
- ❖ The Vice-President for Institutional Advancement and Quality Control reviews the issue, meets with selected personnel, and renders a decision.

All faculty and staff are required to abide by institutional policies and perform their duties in good faith and with goodwill.

Intellectual Property

Students will own the copyrights to their final projects (i.e., culminating project, Internship and mentorship report). A student must, as a condition to a degree award, grant royalty-free permission to the Institute to reproduce and publicly distribute copies of his/her final projects.

Medical Services

The Graduate Institute does not provide medical services. In the event of a medical emergency, the Institute will call upon available community resources (i.e., local hospital, ambulance service or clinic) to respond.

Parking

There is free parking at the Bethany campus of The Graduate Institute. When meetings are held at other locations, students are informed of the parking options and/or arrangements.

Professional Behavior

Faculty, staff, and students are expected to comport themselves professionally at all times. Personal behavior that demonstrates discrimination against any person or group because of their physical condition, race, national origin, or religious belief will not be tolerated.

Sexual Harassment

The Graduate Institute is committed to providing a safe environment, one conducive to learning. Unwelcome sexual behavior or harassment will not be tolerated. The Provost will investigate complaints immediately and will call upon medical and law enforcement agencies for assistance at his discretion.

Tuition and Fees

Tuition and fees are commensurate with those charged at state Institutions of Higher Education. Total tuition is \$15,408 for each thirty-six credit program. Cost per individual credit is at \$428. A one-time application fee of \$60 and a program fee of \$385 are also required. The graduation fee is \$90.

After paying the application fee of \$60, MA students pay a deposit of \$483 upon acceptance or conditional acceptance to the program. Students then make 20 monthly payments of \$770, which includes the program fee of \$385 and the graduation fee of \$90. The total of all tuition and fees is \$15,943.

Tuition for certificate programs is \$428 per credit. A one-time, non-refundable, application fee of \$60 – and a program fee of \$195 – are also required. The graduation fee is \$90.

After paying the \$60 Application fee, Certificate students pay as follows:

12-Credit Certificate Program students pay a deposit of \$521 upon acceptance or conditional acceptance to the program. Students then make 7 monthly payments of \$700, which includes the program fee of \$195 and the graduation fee of \$90. The total of all tuition and fees is \$5,481. If the student decides to matriculate to an MA program, the student will pay \$1,222 in the 8th month, followed by 12 monthly payments of \$770. (Certificates in Ecotherapy, Applied Storytelling, and Positive Psychology)

11-Credit Certificate Program students pay a deposit of \$793 upon acceptance or conditional acceptance to the program. Students then make 6 monthly payments of \$700 which includes the program fee of \$195 and the graduation fee of \$90. The total of all tuition and fees is \$5,053. If the student decides to matriculate to an MA program, the student will pay \$880 in the 7th month, followed by 13 monthly payments of \$770. (Certificate in Integrative Energy and Eastern Medicine)

9-Credit Certificate Program students pay a deposit of \$637 upon acceptance or conditional acceptance to the program. Students then make 5 monthly payments of \$700 which includes the program fee of \$195 and the graduation fee of \$90. The total of all tuition and fees is \$4,197. If the student decides to matriculate to an MA program, the student will pay \$966 in the 6th month, followed by 14 monthly payments of \$770. (Certificate in Integrative Health and Healing)

6-Credit Certificate Program students pay a deposit of \$753 upon acceptance or conditional acceptance to the program. Students then make 3 monthly payments of \$700 which includes the program fee of \$195 and the graduation fee of \$90. The total of all tuition and fees is \$2,913. If the student decides to matriculate to an MA program, the student will pay \$710 in the 4th month, followed by 16 monthly payments of \$770. (Certificate in Consciousness, Transformation and Mindfulness)

Tuition for the Transformative Coaching Training program is \$ 3,995 which includes three one-on-one mentor coaching sessions with Guthrie Sayen, PCC. A one-time, non-refundable, application fee of \$60 is also required.

Students pay a deposit of \$995 after acceptance to the program. Students then make monthly payments of \$750 for 4 months. In addition, Non-TGI costs associated with the acquisition of the ICF ACC coaching credential are:

ICF membership dues paid directly to the ICF	\$245
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ICF exam fee, member rate, paid directly to the ICF \$300

NOTE: Admission to the Transformative Coach Training program only requires a completed Application form, the application fee of \$60, and Proof of Immunization.

Students may pay their tuition and fees by cash, check, or credit card. Credit card payments are through PayPal. The standard payment schedule calls for payment of tuition and fees on a monthly basis. Alternate payment plans are also available by arrangement.

Each student is entitled to one standard course transcript free of charge. For additional copies, the transcript fee must be paid at the time of the written request. A fee of \$10 is required for each subsequent standard course transcript.

The Graduate Institute will not register students, award grades, or issue transcripts to students who do not satisfy their financial obligations as scheduled.

Loans and Need-Based Scholarships

Students at The Graduate Institute may apply for loans under the Connecticut Higher Education student Loan Authority (CHESLA), which was created by the state of Connecticut in 1982 to help students and families afford the costs of a college education by reducing the financial burdens inherent in borrowing money. CHESLA serves as a source of loan funds for students who do not qualify for need-based loans, who need to borrow more than the maximum amounts provided by other loan programs, or who seek the type of loan options and high quality service provided by alternative state loan programs.

Need-based Scholarships are available to eligible candidates who have financial hardship and can provide documentation (most recent tax return and asset statement) to support their need. Fill out and mail the TGI Need-Based Scholarship Form, link below, to: The Graduate Institute, 171 Amity Road, Bethany, CT 06524 Attention: Bursar

See website for Need-based Scholarship form.

Refund Policy

Students may need to withdraw from The Graduate Institute for a variety of reasons. In order to officially withdraw, a student must submit a letter of withdrawal emailed or mailed to the bursar (info@learn.edu). Once received, the bursar will inform the student of their official withdrawal date. The Graduate Institute will refund tuition if any refund is due. The bursar calculates the refund, prorated based on the number of sessions or hours of direct instruction that have taken place and the number of sessions or hours the tuition already paid covers. All sessions or hours that have taken place up to the withdrawal date is counted whether or not the student was in attendance.

Faculty and Staff

Consciousness Studies and Transpersonal Psychology

Allan Combs, Ph.D., University of Georgia

Academic Co-Director

Dr. Combs is an outstanding scholar and noted lecturer in the realm of Integral Studies and Developmental Psychology. He is an extraordinary teacher and dedicated advisor to students in the Institute's graduate programs. His groundbreaking work in the field of Synchronicity, and his perspectives in the realm of Consciousness Studies as a self-organizing information system are seminal publications in the field. His books, entitled *Cooperation: Beyond the Age of Competition* and *The Radiance of Being: Complexity, Chaos, and the Evolution of Consciousness*, illustrate his depth of insight and his expertise as a world leader in the realm of consciousness studies. The author of a dozen books and numerous chapters and journal articles, Dr. Combs has committed himself to providing in-depth leadership and participation in the operation of the Master's degree program in Consciousness Studies.

Charles Silverstein, Ph.D., California Institute of Integral Studies

Academic Co-Director and Program Coordinator

Charles H. Silverstein is dedicated to pursuing his deep interest in personal transformation, alternative healing, and the relationship between science and spirituality. He holds an M.A. degree in Conscious Evolution from TGI, and a Ph.D. in Transformative Studies from the California Institute of Integral Studies. His research interests included higher stages of adult development, transformative practices, spiritual development and personal growth with an emphasis on meditative practices and somatic awareness. He had a 20-year career as an investment analyst and portfolio manager for a large institutional investment company, and was an educator in the fields of science and mathematics.

Integrative Health and Healing

Artemis Morris, N.D., Bastyr University, Seattle, WA

Academic Director

Dr. Artemis Morris completed her Naturopathic Doctorate at Bastyr University in Seattle, Washington, known as "the Harvard of natural medicine." Dr. Artemis Morris is licensed and board certified in Naturopathic Medicine. She also has a Masters in Acupuncture from Bastyr University, is a licensed Acupuncturist, and holds a Diploma from the NCCAOM.

Dr. Artemis is devoted to research in natural medicine with a concentration in traditional medicinal and functional food. She is conducting ongoing clinical and ethnographic research on the Mediterranean Diet of Crete and medicinal plants and foods of Crete which she began for her doctoral studies at the University

of Lancaster, UK. She has lectured on the Mediterranean Diet for Yale University and the American Association of Naturopathic Physicians and enjoys presenting on various health topics. Dr. Artemis is the coauthor and technical advisor on the book called *The Anti-Inflammation Diet for Dummies* for the popular 'for dummies' series.

Dr. Artemis is the director and founder of Revive Wellness Center, a multidisciplinary collaborative medical practice, and has served as the director of the holistic wellness center at Masonic Healthcare Center, the largest non-profit geriatric center in CT. She taught Traditional Chinese Medicine for a Masters Program at Stamford Hospital and at the Open Center in NY and is teaching advanced nutrition at the University of Bridgeport's Naturopathic Medical School. She is dedicated to educating her patients, colleagues, and the general public about natural medicine and creating collaboration in the medical community for optimal healthcare.

Her specialties include women's health care (PCOS, Endometriosis, Dysmenorrhea, etc.), fertility, Diabetes, nutrition, autoimmune disorders, and stress management. She was a charter member of the fertile soul work by Randine Lewis, PhD, L.Ac. She supports her patients in their healing process by utilizing a combination of advanced conventional medical diagnostic assessment and testing, sophisticated naturopathic clinical tools, and time-tested traditional natural therapies, such as, herbal medicine and Acupuncture. She believes that everyone can achieve health and wellness.

David Forbes, M.D., University of Tennessee

Academic Co-Director

J. David Forbes, M.D., ABIHM, is the Founder and Director of Nashville Integrated Medicine. In addition to his practice in Nashville, he served as former President of the American Holistic Medical Association (AHMA). He has also been selected by the Nashville Business Journal as one of their "Health Care Heroes" for 2008.

Dr. Forbes received his M.D. from the University of Tennessee at Memphis in 1990. In the year 2000 he became a board-certified Founding Diplomate of the American Board of Integrated Holistic Medicine (ABIHM), one of only a handful of board-certified holistic practitioners currently in Tennessee. Required training for doctors board-certified in Holistic Medicine includes natural, herbal, nutritional, body/mind, emotional and spiritual approaches to healing and their integration with traditional medicine. He has also practiced primary care medicine at the Lewis Ambulatory Care Center in Hohenwald, TN.

During his years in ER, he pursued further study and education in various fields of integrative medicine. He is fully trained in PEER® Therapy (Primary Emotional Energy Recovery) by the founders Dan Jones and John Lee, and has continued study under their tutelage since 1993. On a more personal level he has cultivated a meditation-based spiritual practice for over 20 years that involves working with the energy of the body, developing intuitive skills, and allowing internal spiritual energy to guide the healing process.

Dr. Forbes frequently serves as a consultant to businesses by developing ways to promote real health change in the workplace.

Bernard S. Siegel, M.D., Cornell University (NY)

Academic Co-Director

Bernard S. Siegel, M.D. completed his baccalaureate degree at Colgate University (NY) and his medical studies at Cornell University (NY). He completed his surgical residency at Yale-New Haven Hospital and at the Children's Hospital of Pittsburgh (PA). While a pediatric and general surgeon in New Haven (CT), he authored *Love, Medicine and Miracles: Lessons Learned About Self-Healing from a Surgeon's Experience With Exceptional Patients*, and *Humor and Healing, and Meditations for Difficult Times*. He founded the Exceptional Cancer Patients Therapy and Healing program in New Haven in 1978. His book, entitled *Prescriptions for Living* was published by Harper Collins in 1998. His insights on the nature of healing, human experience, and the science of medicine are integrated in his unusual approach to the practice of the healing arts, and in his view of the forces of storytelling and the visual arts, as they influence health and wellness.

Learning and Thinking

James Trifone, Ph.D., Lancaster University (UK)

Academic Director

Jim Trifone brings more than twenty years of educational management to the Consciousness Studies program. His doctoral work focused on the role that perception and belief play in creating adaptive or maladaptive motivational patterns and achievement goals for learning. He has published and presented research in the United States and abroad on "the transformational nature of experience". While Dr. Trifone has several graduate degrees in science and, in particular, an extensive background in biology, he has been a student of consciousness studies for over 25 years. Dr. Trifone is currently exploring the Body-Mind paradigm of consciousness and how it can help individuals heal and maintain wellness. His dedication to the field of consciousness and to the literature of the field adds a valuable dimension to the Consciousness Studies program.

Writing and the Oral Tradition

Lisa Worth Huber, Ph.D., Lancaster University (UK)

Academic Director

Lisa Worth Huber, Ph.D., is a peacebuilder, consultant, facilitator, storyteller, and writer dedicated to creating compassionate communities and imagining new futures. A peace educator and participatory action researcher, Lisa focuses on narrative and storytelling as vital tools for empathy development. She

works with a variety of organizations, and teaches in universities, K-12 classrooms, homeless shelters, safe houses, and with youth at-risk, incorporating the arts as a means to give voice to the silenced, address injustice, foster understanding, and nurture compassion. Lisa blends story in its myriad forms— theatre, poetry, prose, storytelling, comic books, and graphic novels—with social justice and environmental concerns to inspire the development of creative activism and ecological stewardship. Currently, Lisa serves as Chair for the Board of Directors of the National Peace Academy and on the Advisory Council for the Connecticut Center for Nonviolence. She is a specialist in community peacebuilding and conflict resolution and is certified and trained in a variety of dialogue and peacebuilding practices from restorative justice to Kingian Nonviolence. Her doctorate is in Peace and Conflict Transformation from Lancaster University in the U.K. She is honored to be the first recipient of the Frank McCourt Prize for Excellence in Teaching.

***Robin Moore, M.A., The Graduate Institute
Program Coordinator***

A professional performer, author, and workshop leader, Robin Moore was voted “Storyteller of the Year” by Storytelling Magazine and has shared his stories with more than one million people. Since 1981, he has presented more than 5,000 educational offerings that include storytelling performances, writing workshops, and family programs based on the rich folklore of Pennsylvania, where he grew up. He was named Pennsylvania School Librarian’s “Author of the Year” and has taught his innovative approach to “Awakening the Hidden Storyteller” at many institutions, including The University of Pennsylvania, Temple University, and Omega Institute. Author of several award winning books published by HarperCollins, Random House, and Simon & Schuster, Robin is best known for *The Bread Sister of Sinking Creek*, the first in a series of historical fiction novels about women on the PA frontier. He holds a Master of Arts in Oral Traditions from The Graduate Institute. “Robin’s ability to portray characters with the subtle use of voice and gesture as well as his talent for involving his audiences is second to none on the East Coast. He ranks with the best of today’s professional storytellers.”—Dr. Kenneth Goldstein, Chairman, Department of Folklore, University of Pennsylvania.

Organizational Leadership

Mel Toomey, D.H.L.

Scholar-in Residence

Mel Toomey is the founder of Generative Leadership Group, an internationally recognized consulting and advisory services firm. At Generative Leadership Group, Mel works with executives who are committed to developing breakthrough as a strategic advantage. Much of his current work centers on documenting the source of extraordinary results. He is best known for his work in integrating organizational change, leader development, and executive coaching. He is convinced that the notion that leadership is a quality that some are born with – and others are not – is unsupportable and very disempowering. Mel believes that anyone who commits to his or her own personal development can become a highly effective leader.

Mel holds an Honorary Doctorate of Humane Letters for his contributions to establishing leadership as a profession. He serves as Scholar in Residence at The Graduate Institute, where he works to advance his methodology for leader development. In addition to serving as a principal designer for the M.A. in Organizational Leadership, Mel is also co-designer of the first certificate program in the emerging field of Leadership, Faith and Spirituality, sponsored by the Tyson Center for Faith and Spirituality in the Workplace, University of Arkansas, Sam Walton School of Business.

Alpesh Bhatt, M.A.

Academic Director

As a Principal of The Center for Leadership Studies, and Managing Director of its Advisory Services & Dialogue Bureau divisions, Al Bhatt supports senior executives in navigating the personal and interpersonal challenges of facilitating business breakthroughs and integrating systemic change. He engages with leaders and executive teams, primarily through one-on-one and small group interactions, across multiple industries and geographies in the U.S., Europe, and Asia.

Al has previously been a Director in a multinational Publishing firm, a Senior Vice President and Practice Leader in a global consulting firm and was the founder of Koanetic Consulting International, a consultancy founded on the principle that deep expertise, rigorous methodology and crystal clear problem-solving are simply not enough to address the needs of the 21st century business environment. Al has designed CLS Advisory Services not as a traditional consultancy – with emphasis on content, expertise and methodology – but rather from the perspective that mastery of Context, Conversation and Commitment are the bedrock of 21st century leadership. In addition to his Advisory and Dialogue work, Al is an educator in the Graduate Psychology Department at the University of New Haven where he teaches Leadership, Organizational Development, and Communication & Opinion Change. He earned his Master of Arts in Organizational Psychology and Bachelor of Science in Engineering.

Judith Hackman, Ph.D.,

Academic Co-Director

Judith Dozier Hackman received her Ph.D. in Higher Education Research and Administration (Psychology cognate, Best Dissertation award) from the University of Michigan, her M.S. in Educational Research (Outstanding Alumnus award) from Southern Connecticut State University, and her B.A. with honors in Liberal Arts and Sciences, major in Social Studies and minor in Mathematics from the University of Illinois. She also studied at Harvard University, MacMurray College, and Yale University and received a Certificate in Coaching from Columbia Teachers College. Judith had a 44-year career at Yale University serving as Associate Dean of Yale College for Administration and for Assessment, Director of the Yale Graduate School Teaching Fellow Program, Director of Corporate and Foundation Relations, Director of Institutional Research, and NEASC Liaison Officer. She also taught high school history. Judith has served as Chair of several boards (Association for the Study of Higher Education, North East Association for Institutional

Research, Greater New Haven Community Loan Fund, Church of Christ in Yale), as Vice Chair (MacMurray College, United Way of Greater New Haven), and as a Board Director.

Administrative Staff

Cathleen Buchanan, MA, PA, President

Judith Hackman, PhD, Provost

Charles H. Silverstein, PhD, Vice President for Academic Affairs

Karen Pace, MA, Chief Operating Officer, Bursar

Susan Strickland, MA, Director of Marketing

Maureen Fimbers, B.S., Administrative Assistant

Board of Trustees

Enrico Cheli, Psy.D. - Chair of The Board of Trustees

Enrico Cheli is a transpersonal psychotherapist, a sociologist and professor at the University of Siena in Italy. He has long been committed to combining science, ethics and spirituality to promote a culture of awareness, peace and the environment. He is a leading expert in holistic culture and emerging methods for personal and spiritual growth. He holds courses and workshops on experiential inner knowledge and self-realization using methods that integrate psychotherapy, yoga, meditation, breathing, and musical vibrations.

Charles H. Silverstein, PhD - Vice President for Academic Affairs, Secretary of the Board

Charles H. Silverstein is dedicated to pursuing his deep interest in personal transformation, alternative healing, and the relationship between science and spirituality. He holds an MA degree in Conscious Evolution from TGI, and a PhD in Transformative Studies from the California Institute of Integral Studies. His research interests included higher stages of adult development, transformative practices, spiritual development and personal growth with an emphasis on meditative practices and somatic awareness. He had a 20-year career as an investment analyst and portfolio manager for a large institutional investment company, and was an educator in the fields of science and mathematics.

Cristina Antoniazzi, M.A. – Trustee

Cristina Antoniazzi is a licensed psychologist and works as a professional counselor as well as a contract professor of Counseling Psychology in master's and certificate's programs at the University of Siena Tuscany, Italy. She has a B.A. in Physical education, a B.A. in Psychology, an M.A. in Developmental Psychology and certificates in Interpersonal Communication and Relations, Holistic Psychosomatics and Holistic Transpersonal Psychology. For many years, Cristina has been a practitioner of Hatha Yoga, Raja Yoga and Vipassana meditation and various individual and group psychotherapeutic approaches.

Eva Archer-Smith, Trustee

Eva Archer-Smith is an experienced Executive Coach, Facilitator and Keynote Speaker, and an ordained Interfaith Minister. She has a diverse background as an executive and entrepreneur in corporate, governmental, and public service work. In her practice of coaching emerging and senior executives, she focuses on performance and personal effectiveness. Her areas of expertise include leadership development, emotional intelligence, strategy and project execution, new program/product launches, and innovation and leading change.

Julie Grant, MA, PhD Candidate - Trustee

A Certified Public Accountant with over twenty years of experience in higher education and health care finance at Yale University, CurranCare, LLC, Middlesex Hospital Homecare, and Rush Presbyterian St. Lukes's Medical Center. Julie's Yale positions included Assistant Vice President of Business Operations and Director of the University Budget. She holds a Master of Arts in Consciousness Studies from The Graduate Institute and is currently a doctoral student in Depth Psychology at Pacifica Graduate Institute in California.

Judith Hyde, MA, MAT – Trustee

Judith Hyde was the founder and executive director of The Child Protection Council of Northeastern Connecticut, the President of the Connecticut Children and the Courts Committee, the founder and executive director of The Children's Law Center of Connecticut, helped found the Women & Girls Fund of the Eastern Connecticut Community Foundation, and was the National Coordinator of Volunteers To End Slavery. She received the Kangas Award for Child Advocacy, the United Services award, the AAUW Certificate of Achievement for efforts to improve opportunities for girls and women, and an award from the Connecticut Chapter of the National Task Force for Children's Rights. Judith has published articles on "Day Care Teachers and Child Abuse", "Physical and Mental Health Aspects of Rehabilitating Children Freed from Slavery," and "Slavery Prevention in the Contemporary World" Judith has also been a mediator, taught French and English at the college level, and is an elder mentor in the Art of Mentoring program for culture repair through deep nature connection.

Organizational Structure

The Graduate Institute is a free-standing, degree-granting, non-profit, 501(c)(3) tax-exempt corporation registered in the State of Connecticut and with the U.S. Internal Revenue Service. The Institute is governed by a Board of Trustees in accordance with Federal IRS requirements [Section 501(c)(3) tax code]. It adheres to the statutory and regulatory stipulations of the Connecticut Department of Higher Education through which it received initial accreditation in 2003. In 2005, the Institute was granted its Charter from the Connecticut General Assembly. In accord with provisions of its 501(c)(3) organizational structure, the Institute is under the full control (i.e., governance) of a Board of Trustees. Powers, roles and responsibilities of the Institute's Board of Trustees are regulated by the Institute's Bylaws and its procedures by the Board of Trustees' Operational Manual.